

NORTHERN CALIFORNIA NUMBER

SIERRA EDUCATIONAL NEWS AND BOOK REVIEW

BOYNTON & ESTERLY, PUBLISHERS

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VOL. II

FEBRUARY, 1906

No. 2

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SIERRA EDUCATIONAL NEWS

AND

BOOK REVIEW

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VOL. II.

FEBRUARY, 1906

NO. 2.

Ninth Annual Meeting of the Teachers' Association
of Northern California, held October 12, 13, 14
and 15, 1904, at Woodland, California.

Officers for 1904.

President, Dr. George C. Thompson, Alameda; Vice President, James T. Matlock, Jr., Redding; Cor. Secretary, T. J. Crane, Winters; Rec. Secretary, Ellen A. Lynch, Red Bluff; Treasurer, J. D. Sweeney, Red Bluff.

Executive Committee.

Dr. George C. Thompson, President, Alameda; Ellen A. Lynch, Secretary, Red Bluff; Dr. C. C. Van Liew, Chico; Mrs. L. D. Lawhead, Woodland; T. J. Crane, Winters; C. J. Lathrop, Willows; G. W. Moore, Colusa.

Finance Committee.

Supt. M. DeVilbiss, Woodland; Supt. F. S. Reager, Willows; G. W. Moore, Colusa.

PROGRAM.

WEDNESDAY, OCTOBER 12th, 8:30 p. m.
ARMORY HALL.

First Session.

General Session. (With Yolo County Teachers' Institute.)

Reception to visitors by the citizens of Woodland and teachers of Yolo county.

1. Music Orchestra
2. Address of Welcome Mr. C. W. Thomas, President Woodland Chamber of Commerce.
3. Address of Welcome Dr. C. R. Wilcoxson, President of City Board of Education.
4. Response Dr. Geo. C. Thompson, Pres. of T. A. N. C.

5. Lecture. "A Few Famous Musicians of the World" Mr. G. M. Borden
6. Solo Miss Prior
7. Cornet Solo Mr. Ed. I. Leake
8. Solo Mr. Wm. Browning

THURSDAY, OCTOBER 13th.

(Special Sessions 9 to 11:30 a. m.)

Second Session.

Primary Section—Congregational Church.

Miss Rhoda Maxwell, Woodland, Chairman; Miss Kate Eggleston, Secretary.

1. Reading—Value of Fairy Tales, Stories, Fables Mrs. Nellie West, Corning
2. Second Grade Phonetic Reading, Illustrated by Class Miss Julia Boggs, Woodland
3. Fourth Grade Phonetic Reading, Illustrated by Class Miss Lulu Shelton, Woodland
4. Drawing D. R. Augsburg, Oakland

Grammar School Section—Christian Church.

Supt. F. S. Reager, Chairman; F. W. Talcott, Willows, Secretary.

Each subject will be open for general discussion after being introduced by the person designated.

1. What the Requirements for Graduation Should Be Prof. C. Davis, Chico
2. Should the Requirements for Graduation be Uniform Throughout the State? Supt. R. H. Dunn, Oroville

..... Prof. C. E. Dingle, Woodland

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3. Tests of Fitness to Graduate..... J. D. Sweeney, Red Bluff
- Frank Hulbert, Woodland
4. Influence of Geography on History.. Robert Simons, Marysville
5. How Shall Literature be Presented to the Grammar Grades?..... Miss Naomi Canon, Broderick
6. Address—"Teaching the Art of Study."..... Dr. C. C. Van Liew, Chico Normal

High School Section—High School Building.

O. E. Graves, Corning, Chairman; Glenn L. Allen, Red Bluff, Secretary.

1. Physics—"Library Work,"..... Prof. Wm. Hyman, Woodland High School
- General Discussion
2. Ancient History—"Methods and Material"..... Mrs. L. D. Lawhead
3. Where in the High School Course Should American History and Civics Be Placed? Why?..... A. B. Anderson, Colusa High School
- General Discussion
4. Lecture—"The Influence of the West in American History—The Colonial Period"..... Prof. Max Farrand

THURSDAY, OCT. 13TH, AT 1:30 P. M.
Third Session.

General Session—Opera House.

1. Music Miss Leithold
2. Announcements, Appointment of Committees
3. Music
4. President's Address Dr. George C. Thompson
5. Lecture—"The Influence of the West in American History—The Middle West"..... Prof. Max Farrand
(Recess)
6. Address—"First Axiom of Education"..... Prof. E. C. Moore
7. "The Teacher as the Source of Information in the School Work."..... Prof. Frederic Burk, San Francisco Normal

FRIDAY, OCTOBER 14TH.

(Special Sessions 9 to 11:30 a. m.)

Fifth Session.

Primary Section—Congregational Church.

Miss Rhoda Maxwell, Woodland, Chairman; Miss Kate Eggleston, Secretary.

1. Number Work Miss Belle Miller, Red Bluff
2. Methods of Presenting Music in the Public Schools..... Mrs. L. V. Sweeny, Supervisor of Music, Berkeley.

Grammar School Section—Christian Church.
Supt. F. S. Reager, Chairman; F. W. Talcott, Secretary.

1. Is an Eight-Year Course Practical in the Grammar Schools in the Sacramento Valley?..... G. W. Moore, Colusa
- T. S. McQuiddy, Winters
2. Importance of Teaching Children How to Study T. J. Goin, Willows

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3. How the Teaching of Grammar Affects Every-Day Speech Miss Mabel Kimball, Yucaipa
4. Address—"Prospective Improvements in the Elementary History Work in California Schools"..... Prof. D. S. Snedden, Stanford University

High School Section—High School Building.

O. E. Graves, Chairman; Glenn L. Allen, Secretary

1. High Schools as Preparatory for Admission to State Normal Schools..... Dr. C. C. Van Liew
2. Address—"Formal Discipline"..... Prof. E. C. Moore
(Recess)

3. High School English—
First and Second Years..... Miss Lola Simpson, Woodland
- Third and Fourth Years..... Miss Annie Allen, Winters

General Discussion

4. The High School Library—Books to Buy and Where to Buy Them..... Prof. E. I. Miller, Chico Normal
- General Discussion
5. Address—"The Influence of the West in American History—The Pacific Coast"..... Prof. Max Farrand

THURSDAY, OCTOBER 13TH, AT 8 P. M.
Fourth Session.

General Session—Opera House.

1. Music Miss Browning
2. Solo Mrs. Della Prior-Pierce
3. Lecture David Starr Jordan, Stanford University

FRIDAY, OCTOBER 14TH, AT 1:30 P. M.
Fifth Session.

General Session—Opera House.

1. Music Miss Van Anda
2. Election of Officers for Ensuing Year...
3. Location of Place for Next Meeting....
4. Music
5. University Extension Work in Europe and America Prof. H. Morse Stephens, U. C.
6. Jane Austen and Her Novels and Types of Character Prof. Rolfe, Stanford University
(Recess)

7. Address—"Some Fundamental Considerations in the Treatment of Oral and Written Expressions"..... Prof. D. S. Snedden, Stanford University
8. Address—"A Neglected Art in Education"..... Dr. C. C. Van Liew, Chico Normal

FRIDAY, OCTOBER 14TH, AT 8. P. M.
Sixth Session.

General Session—Opera House.

1. Music
2. Quartette
3. Address—Kipling in Prose and Verse Prof. H. Morse Stephens

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SATURDAY, OCTOBER 15TH, AT 9 A. M.
Seventh Session.

General Session—Opera House.

1. Music
2. Report of Committees
3. New Views on the Teaching of History Prof. H. Morse Stephens
(Recess)
4. Some Fundamental Principles..... Prof. E. C. Moore

PRESIDENT'S ADDRESS.

Teachers' Association of Northern California
October 13, 1904.

In casting about for some thoughts that might be of value to present to you on this occasion, I had the good fortune to have sent me a copy of the report made by the Moseley Commission. In reading through this report, it occurred to me that an examination of a few of the points therein touched upon might be valuable as well as interesting. A large number of you doubtless are familiar with this report, but for the benefit of those who have not been fortunate enough to examine it (this document) at first hand, I will explain briefly its import. The commission was taken out in England by Government permission.

Mr. A. Moseley, the originator of the Commission, had noticed in South Africa and elsewhere the wonderful success of the American engineers and he was anxious to see and understand the country that was responsible for so many level-headed men. With the object of trying to find out whether the education of the American business and industrial men was responsible for America's wonderful strides in the industrial and commercial world, the Commission was organized. Its object was in a way adhered to, but it is really more in the nature of a report and criticism, pro and con, of American education in general. The personnel of the Commission was all that could be desired, there being in all 26 men of eminent ability, chosen from all walks of life in the British Empire and with varied interests. The reports of these gentlemen are given separately, and, as might be expected, their views are in many cases far apart, and at times diametrically opposed. Their criticism run the gamut from almost fulsome praise to absolute condemnation. Yet in the main they are instructive. I do not know when I have been so interested in reading 425 closely printed quarto pages, and I do not believe I could do you a better service than if I could induce each one of you to follow my example. The interest and value attaching to this report is not merely that which comes from getting an outsider's view, but there are most clearly set forth in it a great many facts about American educational systems that are not familiar to everyone, but about which everyone should have accurate knowledge. While as just said, the commis-

sion is widely apart in its estimates at times, there are certain points in which the agreement is so striking and so exact that it is significant.

The first point about which all agree is the low wages paid for the work done.

The second point was the comparatively large number of women teachers.

Third, they all unite in a hearty endorsement of the spirit of our teachers.

The prominence given to manual training was a fourth point of agreement.

Fifth, the extent and completeness of our equipment, organization, buildings, etc., was to them one of the most striking features of our system.

A final point about which all are a unit is the universal desire for education and the belief in it as a salvation from existing evils both public and private.

We look in vain, however, for anything like agreement as to the following points—(1) The high character of the educational work done, (2) the general high standard of the teaching force, (3) the superiority of our system over those of England or Germany. These are points that are not admitted, and these are just the points about which we should be most concerned. I desire to call your attention to a careful and serious consideration of a very few of these vital points, with the hope that we, as a body, may examine ourselves and our educational work, and may be united, as I hope we shall, in remedying the faults, if we find they are such, either in the individual or the state. And the first point to which I would invite your attention is the relation of our teachers to the public.

Two years ago at Redding I took occasion to criticize the itinerary character of the teaching profession. I believe today that this is one of the most serious faults in our state school law. Of course, at present it is almost impossible that the itinerary character can hope to be amended until some radical changes are made. The change must come from the teacher on one hand, but more particularly from the school law on the other. I consider the insecurity of the tenure of office one of the most serious menaces to the educational world. It does not seem possible long to have more than a mediocre body of teachers while their position is dependent upon semi-political or personal influence. I am aware that some cities in our state have solved this difficulty by employing teachers on probation; and this is as it should be. It should become universal in its operation. I would have all tested, rigorously indeed, but after having proven worthy, freed from the worry and insecurity that confronts us regularly once a year as to whether we will be re-elected for another term. I insist that this attitude is most undesirable and its tendency is to hold out inducements to actions that every self-respecting teacher scorns.

This consideration is closely bound up with another one,—in fact it is an integral part of it, viz: the insufficient salary paid for the work done. This, as I noted above, was one

of the points that was universally wondered at by the Mosely Commission. And well they might wonder at it. While we as a profession are supposed to be made up of such stuff as are martyrs and missionaries, the unvarying and pitiless law of supply and demand affects our ranks as it does every thing else in this sub-lunar sphere. The time has come when two things should stand out—written in characters of fire if such will give them emphasis—viz: First, that as the national fibre is tempered and largely created by the teachers, we shall have none to perform this sacred ministry save those who are worthy—only the teacher of accurate knowledge and high attainments should be employed.

Secondly, that this thing which we call teaching is not an eleemosynary employment or pastime—it is not a work of charity. The workman is worthy of his hire. The process of elimination should, I admit, be swift and sure—the reward of the worthy should be secure and sufficient. A teacher is expected to dress as well if not better than the average citizen—the calls upon his time to attend to affairs that concern the whole community outside the school room are rather above the average, while the demands for contributions for the support of all activities are a constant drain upon his too meager salary. If the community expects all these things—expects this extra activity as well as hoping that they may keep themselves abreast of the times by the purchase of books, magazines, etc., then it should pay them what they deserve and for twelve months in the year. In my own narrow experience, I can point to scores of teachers of the first rank who would have undoubtedly reached the top of their profession, giving it up for other more remunerative business—not from a matter of choice, but of necessity. This state of things has naturally affected the men teachers more than the women, and the most serious falling off is in the rural districts, where the remuneration is far from equitable. This was distinctly brought out in Governor Pardee's paper, which I will read at the close of my address, and which will doubtless be discussed at the next session of the Legislature. The result has been that there are now in the United States an average of 75 to 80 per cent of female teachers to the 20 or 25 per cent of male. While I recognize the value of female teachers, while I believe that we must have them, that it would be a calamity if they did not form a large per cent of our teaching force, I do deplore the fact that the male teachers are so few in comparison. I believe that in the upper grades of the grammar school and in the High School the proportion of male to female teachers should be at least 40 per cent. This state of things can only be remedied by giving the market value for first class men.

Prof. Armstrong, one of the most scathing critics on the Mosely Commission, who finds hardly anything to commend in our education, goes to great lengths along this line.

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He says: "To put the matter in very simple terms, it seems to me that the American boy is not being brought up to punch another boy's head, or to stand having his own punched in a healthy and proper manner—that there is a strange and indefinable feminine air coming over the men, a tendency towards a common and, if I may call it so, sexless tone of thought." This he attributes to the prevalence of female teachers and to co-education. Of course his language is figurative and there is more meant than "punching of heads." There may be a truth at the bottom of the criticism. I am persuaded that there is a partial truth and it behooves us to take heed thereto. The Reverend Dr. Gray, also of the Commission, referring to the prevalence of women teachers, says: "This cannot be regarded without alarm. It is an anxious problem to many thinkers in the Eastern and still more in the Western states as to what effect this preponderance of women teachers will have on the rising generation. It is no exaggeration to say that the expert school master and character reader observes a certain highly-strung nervous system, a want of power of concentration and often an effeminate appearance, as being characteristic of the American school boy of to-day." Brave words these—and I am not yet prepared to accept them as a whole, believing as I do, that while the influence of a large majority of female teachers might have a somewhat too effeminating effect, and might tend to produce a character too highly cultured to punch heads properly, that so far it hasn't done so; and chiefly because of the excellence of our female teachers; and also of the fact that there is a compensation on the side of the students themselves that goes far to counter-balance the over-culture. I refer to Athletics, of course. Certainly there is no effeminating here—certainly for the punching of heads there is a sufficiency, and certainly for the dealing with cold facts there is no lack of opportunity. Still, notwithstanding this, I am quite sure that there are sufficient reasons, and I know you will all agree with me, why there should be more men. But to turn from the other side of the Atlantic to our own for a minute. Apropos this subject of the characteristics of our education and its shortcomings, Prof. Barrett Wendell of Harvard, one of the prominent educators of our day, has an article in the September North American Review that seems almost an echo of Prof. Armstrong's quoted above—only it almost out-Armstrongs Armstrong himself. In this article he characterizes all our education from the primary grades to the University as the "Kindergarten method." He finds that the average youth is educated on the principle of doing the things that he likes best—that his whole educational training is filled with sentimentality and that accordingly he becomes intellectually "flabby." But he does not attribute this intellectual flabbiness to the preponderance of women teachers but rather to the method of teaching. But the conclusion is there.

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And this suggests what I consider might become one of the real defects in our system. Leaving out of consideration the teacher for the discussion there is certainly in our High Schools at least, a tendency to offer a too easy course of study. I believe that the selection of subjects should be reasonably broad, but in no case should it be possible for a student to finish his course without having done some real hard work on fundamentals. He should at least have done some one subject thoroughly which he did not like so well. The tendency to offer "soft options" is in my opinion to be severely criticised.

I believe likewise that there is a possibility of our overdoing the experimental sciences in the High School, and the Nature Study in the grammar grades. While I thoroughly appreciate the value of these studies, the danger lies, in the grammar schools, of getting no educational value out of it, and in the High School of overdoing the experimental side. I have seen an entire recitation taken up in a grammar school without adding a single educational atom to the work, save a pleasant waste of time—and in the High School I have seen students wandering aimlessly and helplessly from one desk to another, from one piece of apparatus to another, experimenting, who were certainly not being trained at all. The obvious criticism is that the work was not to blame. Of this I am perfectly aware; but under the most favorable conditions, there is a possibility of relying too much on experiment-equipment for furnishing the training. It is not my intention certainly to hark back to the good old days of theoretical book study of H₂O and the solids, which no one ever saw or handled. That was eminently unscientific, but experiments along scientific lines should be carefully correlated with accurate supplemental thinking and reading. A few chapters from Tyndall on Light may very greatly elucidate that subject for the student who has been using his lenses, and it may seem a little arduous and not practical enough—but it will add breadth to his education. I do not assert that we overlook this side of education, but merely that here lies the danger. As I have said before there is a danger of overdoing our elective work in the High School and, if I am not mistaken, there is a tendency in our grammar schools to overcrowding of subjects. Some of the subjects are likewise not only useless but hopelessly academic. I would relegate to the eternal shades a large part of the grammar work done. I would either throw out half the reading, or else, what would be the better alternative, do what is done in half the time, and put down into the 7th and 8th grades some real thought studies which a boy 13 or 14 years old can handle. While I do not overlook the value of a certain amount of supplemental books, the most of the so-called literature should have been learned in the nursery. They are graded largely to 6 year olds in sentiment and are valuable only on the culture side. It must

not be carried too far. I am partially inclined to sympathize with Prof. Wendell referred to above, when he complains that we are neglecting the voluntary education for the pleasant and involuntary. Fine apparatus, good buildings, good libraries, easy roads to knowledge are all very well—but they are not all. The equipment of American schools is the wonder of the world, but I have seen a teacher with no equipment to speak of doing work that was of the highest grade and making his own apparatus. Of course, book and apparatus are not to be underestimated, neither should they be overestimated. They are not the flesh and blood of life. Ease of construction, perfect convenience may mean a frightful loss of energy—may mean an untrained character, and untrained mind. "They are as sick that surfeit with too much as they that starve with nothing." Where we aim at the finished product, no tool, no apparatus is to be neglected; but when we aim for a growth and a healthy organism, a superabundance of good things may defeat our purpose. Is not Prof. Wendell largely right in asserting that education is a training in the ability to do things—pleasant if we can, disagreeable if we must? And here I think is the key note to our danger. We Americans have become idealists, and have gone at the business of education with all our unbounded enthusiasm. We have worked out the ideal way of presenting the most disagreeable subjects to the recalcitrant. We have removed from the rocky road all the obstacles as nearly as possible, and we have been able to do this because, as a people, we are capable of succeeding even to the extent of almost grasping our ideals. But the excess of our eagerness may lead us to undesirable results. It is to satisfy this idealism that we have as a nation worked out the most perfectly organized school system in the world—that we have mapped out the broadest elective courses and have served up the educational dish in its most tempting form. That we have the best trained teachers, not even the Mosely Commission denies. But we must not lose sight of the first principles and this is what I think the gentleman to whom I have frequently referred meant to warn us against. It is not the content of knowledge so much as the potentiality of knowledge that we should ask for.

But to return to the Mosely Commission for a minute. There was a distinct note of criticism in quite a few of the papers that struck deeper than a mere criticism of subject matter, or the method of presentation. Allow me to quote from Mr. Fletcher, head master of the Liverpool Institute, who enumerates among the conclusions he arrived at from his study of our educational system, this: "The quality of the work in the schools is distinctly mediocre. In some respects perhaps the work is better than ours, but I saw little or none that any English examiner would call good." This feeling is distinctly noticeable in several of the other reports. They give us credit for fine spirit,

a good intent, good organization, well-trained teachers but distinctly lean to the conclusion that our results are mediocre. By this I think they mean that we lack accuracy, and perfect attention to detail.

Our Technical Schools are the only ones that meet with their universal approval. Here there is scarcely any dissenting voice. It is but fair to say that the Commission got only as far west as Chicago. They never saw our California teachers, who are, I am quite sure, the best in the United States.

Now why should the work in most of the schools except in the Industrial, Technical and Professional schools be, or seem to be, mediocre? What are the underlying causes? Is it true? For one I am not prepared to admit it. But if it is true, or even if it seems true, we have a definite problem to work on. Certainly there seems to be something out of joint, when statistics go to show that even if the work is high, we are in some states educating only the girls. There are some questions which I can ask but cannot answer. Why is it that in the upper grades in the grammar schools the proportion of boys to girls is small, 70 to 80 per cent in some states? Why is it that only 12 per cent of all the students that do graduate from grammar schools enter High School, and only 7 per cent remain? Why do those who enter and drop out leave during the first year? Are we failing to meet the demands of the nation? Are the boys entering the Business Colleges, the Technical schools, the shop in such increasing numbers? Is it here they are going? If so, what is the remedy? Is it necessary to readjust our High School curriculum entirely, and teach not what we ought, but what we must? Or are our ideas about what we should teach, behind the times? I confess, for one, that the solution of this difficult problem is to me far from clear. Nor am I prepared to admit that we do not offer in the High School the proper training. The courses generally are well arranged, and practical for the purposes of education. But it is hard and always has been hard to make a boy learn what he does not consider worth while. The iron-age, the age of materialism with its ideals, is, I fear, largely responsible for these results. Shall we then abandon the culture side, or are we all wrong about what constitutes culture? Is Commercial Geography quite as good as Greek?—or Short-hand as English? There is another thing. You cannot lie to a boy and make it stick. The whole history of our commercial and industrial success (as admitted by most of the M. Commission) has not been dependent upon our education. Boys know this. They see about them their friends and acquaintances, who have had only a grammar school education, or none at all, reaching the top of their profession, and to say to them that they must be educated to any specific standard is a direct contradiction to their experience. They think you are juggling with truth. I am not sure after

all but that until the state of national, industrial, and business methods absolutely demand this class of students, we are educating as large a per cent of them as we could reasonably expect. The discussion is interesting, but cannot be pursued farther.

Discipline.

I was curious to see their criticism of our discipline. The general criticism was rather of good natured indulgence, I thought. One commissioner represents "Discipline as a compromise." I can well imagine that the familiar relations that exist between teacher and pupil might well have struck these men with wonder. It certainly is a compromise compared to the strict attitude of command and obedience that obtains in the English schools. But let us consider—Have we gone too far in this direction? Have we introduced our Democracy into the schools to the extent that obedience and command are no longer real terms, but all things must be discussed and argued out? In my own experience I should distinctly say "no"—but there is danger. One of the most important lessons that can be learned in life is to recognize the fact that law is the order of the universe and that obedience is only a corollary thereto. In every crisis in life the self-control that comes from having learned prompt obedience to command, without stopping to ask why, is a saving element in the survival of the fittest.

But I must hasten to my closing remarks. I fear that I have already imposed upon your patience. Let me again refer briefly to one conclusion of the Mosely Commission—the one point about which they were collectively and individually in agreement—a point that seemed to strike them with the force almost of a revelation, a point which I am rather of the opinion an American would not have thought it necessary to mention, as it was so obvious. It is this: "The universal and absolute belief in the value of education both to the community at large and to agriculture, commerce, manufactures, and the service of the state." While they do not think that this belief in education has been a cause of our industrial and commercial success, they believe it springs from the same cause as that success and will in time react upon it. Allow me in this connection once more to refer to Prof. Wendell's article which I have quoted from above—the title of this article is of itself significant—"Our National Superstition." He says in so many words, that he considers the American belief in the power of education to redeem them from all the ills of life nothing less than comparable to the mediaeval belief in the potency of the Church. He does not believe the American people really know what education is—but it is something in which they blindly believe. "Ask any American," says he, "what shall we do to be saved and if he speaks his mind, he will probably bid us educate our

fellow man." And again, "In many respects the present mood of our country concerning education is neither more nor less than a mood of blind mediaeval superstition." He grants that the modern pedagogue" may be struggling out of darkness into light, but it cannot be denied that our pedagogic contemporaries present themselves as things more archaic, more primarily elementary than our own. Can it be possible that a man in his sober moments, after all that we have been taught to believe about the perfection of our education,—I say, is it possible that a man in his sober moments can make such a statement? If so, surely there is something rotten in the State of Denmark. It is easy to find fault. It is possible to find isolated or numerous examples, if we seek for them diligently, to prove any proposition that may be conceived of. I have no doubt the learned professor has found in Harvard the flabby material which he quotes. But that there should be enough of it to cause a learned professor to generalize on the subject, seems astounding. With this I distinctly take issue. As a teacher I am aware that there are faults in our system and that it might be improved. But I do not know of any country, any system of education, or other activity that is not subject to the same limitations. I distinctly recognize that the criticisms which I have indulged in, are not universally true: and I am not sure that if I had entire control things would be greatly improved, I am sure, however, that I should not trust Professor Wendell to make matters better. I have implicit faith in the American teachers, who are alive I believe, to most of their weaknesses and who are working on the right lines for improvement. I do not see evidence yet that we are making of our education a superstition. I think we are alive to its value and I believe we are learning what it means.

Even if the criticism be true I see one element of hope in it. We are at least credited with a belief. Even if it is superstition, it is honestly so—it is universally so—and, as such, must carry with it its own salvation. Skepticism has not, as I am aware, ever builded any ideals—it has raised no altars upon which it has been willing to sacrifice present indulgence in the hope and faith of a better future. Evolution as a scientific fact is only a dethroned god that leads nowhere and holds out no hope. A nation to be great must have a great faith—a great purpose—and this means an ideal around which great characters are raised up and for which great sacrifices are willingly made. Truth for its own sake, education for its own sake may be a superstition, but as such they seem realities indestructible, giving worth and dignity to life, and in which our life has its most rational explanation. All great nations have grown great under the influence of a mighty faith in its ideals. Those who have abandoned Zeus have enshrined Reason or Christ. All is one. It is Faith that

has moved mountains and will move them till they are level with the seas.

GEO. C. THOMPSON.

TEACHING THE ART OF STUDY.

Dr. C. C. VAN LIEW.

Mr. Superintendent and Fellow Teachers:

I think I shall find you all agreeing with me when I say that the one great end that we should seek to attain in our teaching is a noble character coupled with power or skill to act it out.

But before we enter into a consideration of the "How" in Teaching Pupils How to Study, it is necessary that we should, as nearly as possible, find out how the child has made the attainments which he brings with him when he first enters school. The child's first school work should be as closely connected as possible with home life, that there be no abrupt transition.

I apprehend that no living being is more helpless than the child when born into this life. It has feet, hands, tongue and brain without power or skill to use them. It is a mere lump of dough with unlimited potentialities. But Nature has thrown around the child's weakness a protecting environment of paternal love and affection.

All, that the child is or may become, depends upon hereditary predispositions and environments. It is from the home environment it gets its first impressions of material objects—of their names, colors, etc. It is here that the child gets its first ideas of truth, honesty, justice, obedience, duty to companions, duty to parents and duty and reverence to God. These last constitute the base of character, and manifest their presence by reactions which we call behavior.

But we may ask how this result may be brought about? What is the psychology of character building? So far as we know, the brain receives impressions, from the external world, through the sensory organs and there spiritualizes the impressions and passes them to the subjective mind. Here apperception takes hold of them and converts them into apperceptive resultants. These constitute the base of character and are stored away in the subjective mind like coiled springs awaiting the touch of suggestion to react through the physical organism on external environments. These reactions we call behavior. They are the manifestations of character. It may be good or bad. This depends upon the hereditary aptitude and the immediate environments of the child.

All things being considered, the child accomplishes more during the first six years of his life than during any other equal interval. At the age of six he starts to school. He approaches his new environment, walking upon his feet, manipulating with his hands, talking with his tongue and thinking with his brain. He comes to his teacher a home

product. There may be much in the child's attainments that is wrong but it is all his, and cannot be taken from him. As well may we expect the heat of the sun to extract the salt from the sea as to suppose that the teacher can take the home culture from the child, be it good or bad. She can add to the good and thus adulterate the bad. For it is a physiological fact that every impression made upon the material substance of the child's brain produces a permanent change in its structure, and that one impression can never completely efface another. It is also a psychological fact that every apperceptive resultant received into the subjective mind produces a permanent change in the character of the child; that one resultant cannot efface another, and death itself cannot destroy them.

The character of the child is just what the child is, and the child is a part of everything he has seen, felt or thought. Indeed it is doubtful if power or skill is not merely an element in character.

Such is the character or power of the child when he enters school. He now changes the home environment for that of the school. Up to this time he has been for the most part in touch with the concrete, but in his new relation he is slowly led into the abstract. Not too fast, but very slowly. In the school the child is the central figure while the teacher rotates in an orbit about him. The teacher's character and power has become his new environment. It is from the teacher that he must get his power and skill.

It is now the teacher's business to put the child in a condition to help himself. This she may do by teaching him how to study. But how go about it? How long is it going to take?

Manifestly the way to teach him to study is to study with him. Lead him in his attack upon the lesson. Go very slow with him. Teach him things and words afterwards. By all means go slow. Give the child time to gather strength—this is God's way of working. Kick the get-rich-quick spirit out of school. Give the tadpole time to become a frog. I fear that many of us become impatient to see his frogship and clip off his tail to hasten the evolution and thus destroy the possible frog.

Here is a good rule if adhered to: "Never confront a pupil with a difficulty for which he is not prepared by necessary preliminary work. Prepare him for each stage of his work before he knows what it is to be."

One fault with our teaching is the cultivation of the sight to the neglect of the other senses. We seek to develop the child through the eye because it seems to be the quickest. His hearing is just as important as his seeing. A one-sense-developed pupil must of necessity be weak. We must use all the senses because in thinking we use sense impressions. All the senses must be vigorously stimulated. Nature study has come into the school for this purpose. Rightly

taught it prepares the pupil for a more successful study of all other subjects. It tones the mind by sharpening the senses. It stores the mind with knowledge which gives the pupil power. It gives us sense images, and as most of our thinking is done in sense images, it greatly aids us in thinking.

Nature Study should begin before the study of written words. Its purpose is not science, but it is brought in the school as an aid in teaching children to see—to observe. With the little folks we must use the thing, not the description. Drawing should be taught in connection with Nature Study. It should come before written language. Drawing is the children's way of expressing themselves. The children like to make pictures, however crude they may be. There is thought in the work. Pictures and picture making are a great stimulant to the imagination and the imagination greatly strengthens the intellect. The knowledge acquired through Nature study in the lower grades helps the children when they reach the higher grades.

If you want to teach the pupils how to study, go slow with them; give them time to think. Lead them to want the knowledge which you wish to impart. The children are not wool bags to be stuffed full to bursting. The stuffed child has a sort of mental paralysis and it may never be cured—he is as clumsy and helpless as the wool-bag. The inability of the pupils comes mostly from hurrying through the grades.

Education does not come by bounds. It is more like the growth of a tree,—slow and gradual. There is nothing in the profession of teaching more trying to the moral courage of the teacher than to keep the pupil back where he belongs in his studies. For this, the best teachers in our schools are often condemned as worthless, while a worthless teacher may be lauded to the skies for spoiling the school.

It is a bad plan to measure the pupil's ability by the grade he happens to be in. If it were possible it would be better to have no grades. Pupils would be more thorough, and thoroughness is just what the pupil needs to enable him to study.

But teaching the pupil how to study should not be confined to the lower grades, but should be adhered to through all the grades. But he should be put more and more upon his own responsibility as he passes up through the grades. By teaching children how to study, I do not intend to destroy self-reliance, but on the contrary it is my purpose to give the knowledge and the skill by which they may help themselves.

Reading is by far the most important study we have and I believe the hardest to teach. There is no subject about which more frivolous and erroneous ideas are entertained. After attempting to teach this subject for twenty-five years, and after having pretty closely examined each of the so-called methods, I feel quite safe in saying that the

best method of teaching reading has not yet been found. Each method now in vogue has strong points and weak ones as well. No amount of telling a pupil how to read will do. The pupil to read well must first hear good reading.

We sometimes hear the pupil told, to enter into the spirit of what he reads, and to read naturally and he will read well. This advice sounds well at first. But it would not be more ridiculous if we should approach the clumsy stiff-jointed clodhopper in the dancing hall and tell him to enter into the spirit of the dance, and to dance naturally and he will dance well. I think the more he entered into the spirit of the dance, the more he would emphasize his stiff-jointedness and his clodhopperishness.

I have sometimes heard teachers telling pupils how to do things that reminded me of the instruction which Hamlet gave Guildenstern as to how to play the flute, "Govern these ventages with the fingers and the thumb, put breath into it with the mouth and it will discourse most excellent music—Look you, these are the stops." Guildenstern making a few ineffectual efforts and not being a child, replies, "But these cannot I command to any utterance of harmony. I have not the skill." The last sentence tells the story. It is not so much the knowing how, but the skill. Skill is what the pupil wants. Skill to attack the lesson and master it.

But how are we to teach a fourth or a fifth grade to study? The only way, that I know, is to study with them. Suppose it to be a reading lesson; take the first paragraph. See if the children know the meaning of all the words in it. If not, let them find out if they can. If they fail, the effort is worth something to them. It is best to have them gather the meaning from the context. See if the pupils can pronounce the words, if not, help them to do so. Have them put emphasis on different parts of sentences until they have found where it fits best with what goes before and what comes after. These things being done, the meaning of what they are reading will become apparent. Continue this process until the children have learned your method of studying the lesson and they will be sure to fall into it.

Let us suppose it to be a history lesson. Would it be a good plan to assign a lesson and tell the class to read it over a certain number of times? No, we must read it with them and aid them in making an outline and suggest subordinate matter. Read the lesson with them and lead them to see how the facts hang together and induce them to reason. After they have mastered the thought in the first chapter they will be anxious to take up the next. The teacher should continue to study with them until they have learned his way of getting the lesson. Children always like to do what they can do well, and detest what they do poorly. All that they do, have

them do it well and they will like it. By all means give them time.

How teach the class to study Arithmetic? The three things of greatest importance are:

1st. Problems with small numbers should be used to illustrate principles.

2nd. In our illustrations we should use objects familiar to the children. As principles are mastered, larger numbers should be used with their examples. Lead the pupils from simpler to more difficult problems, then the difficulties of the more difficult problems will be greatly lessened.

The third requisite is graphic description. We first think in objects and next in images of objects and finally in representation and association of objects and images. Drawing should be used in connection with mathematics from first to last.

Never allow pupils to pass to new principles until prepared to grasp them. Go slow. Do not hurry the tadpole. Give it food and nature will make it a frog.

I think that much of our bad teaching is due to the ever increasing amount and variety of knowledge which students are now compelled to learn in the schools. We are expected to teach our pupils everything from the cedar of Lebanon to the hyssop on the wall. We are so much hurried that we seem to have no time to teach them how to study. No time to wait for mental growth or physical development. It all appears to be a sort of "now or never" process. The greatest menace to education at the present time is the great increase of knowledge in every department of thought. As knowledge increases we are tempted to bring more and more into our schools. We lose sight of the fact that the acquisition of knowledge should be subservient to the giving of the pupil the fullest command of his faculties.

We hear and read "ad nauseam" that the word Education means a "drawing out." Sometimes teachers and lecturers at Institutes after presenting us with this definition proceed to give us the best methods of "cramming"—thus throwing down the ladder of learning that pupils may imagine that they ascend it, while they are really stilted over the low level upon which its fragments are cast.

Mr. Superintendent; I am conscious of having already consumed too much of your valuable time. But since I have already intimated to you that I conceive the business of education to be chiefly the building up of noble character and developing the power to act it out, I cannot persuade myself to relinquish the consideration of this subject without first, in some degree, expressing my high appreciation of a noble character. For what warmth is to growth, what harmony is to music, what oxygen is to life, what sunshine is to the rainbow, what hope is to the soul, Character is to society; is to the state; is to the nation; is to our civilization. To the individual it is more. It is to him what cloud-

capped Shasta is to the foot-hills which nestle at his base. It is to him as immortality is to the Infinite. Then I would say, blessed be the character builders for they are the architects of everlasting structures. Blessed be the noble character for it is destined to an eternal progression.

LABORATORY WORK.

Principal WM. HYMAN, Woodland.

The admitted indispensable value of some science work in High Schools has caused much argument as to the relative value of the different science subjects, and as to whether any particular one should be prescribed.

In a large majority of the schools, Physics has been selected as the science, if any one is required. The University of California has made it prescribed for entrance to all courses.

The reasons for this selection are usually given as follows: Physics is the fundamental science; it has splendid informational value and wide application; it teaches methods of accurate observation and measurement; gives a fine training in inductive and deductive reasoning, and in the systematic methods of making, recording and reporting what is observed.

That other sciences possess all of these characteristics to some degree is true, but not any equals Physics. It is not, however, within the province of my subject to discuss this matter.

Considering the above reasons, it is evident without argument that Physics cannot be studied properly without well conducted laboratory work. It is my opinion that much of the failure to obtain good results from this subject is due to poorly conducted laboratory work. Then, if the laboratory work is absolutely indispensable in the teaching of Physics, upon what does its success depend?

1. Preparation and originality of the teacher.
2. Constant watchfulness on the part of the teacher of the pupil's work.
3. System in the laboratory.
4. Improvised apparatus.
5. Correlation of recitation and laboratory work.
6. Accurate and individual record keeping by the pupil.

A good laboratory conductor must be original. He must not only understand the physical principles thoroughly, but also the application of each principle and experiment in every form. He must familiarize himself as much as possible with the practical illustrations of his subject in the locality where he is teaching and study the inclination of his pupils, the various things in which they are interested, and the various periodicals they read. As for the local applications, some of the many to which I refer in my work are:

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the blacksmith shop, a house in process of construction, hay derrick, irrigation ditches, water, gas, electric light and ice works, steam engine, bowling alley, railroad embankments, bicycle, combined harvester, grindstones, baseball, etc. These will enable the teacher to have at his disposal simple, forcible and familiar applications of any subject that may arise. What appeals to one pupil will often not to another.

The laboratory work offers a splendid opportunity, for the teacher to study his pupils. I have seen in some fine laboratories of good schools in this state teachers having all the apparatus arranged for experimental work; the different sets would be numbered to correspond with the sections of a class. The members of the class would enter the laboratory, go to the assigned places, and, after a few preliminary instructions, (in some cases, none at all) would proceed with the experimental work following the directions of the manual. The instructor then would leave or go to his desk. The pupils would worry along with the work. In some cases fair results were obtained. In others, pupils becoming confused, would go to their neighbors, get some assistance and manage to get through with the experiment. At times, the instructor would go around and glance at the work of the pupils. If no questions were asked and the pupils remained quiet, it was taken for granted that everything was understood. How much scientific training is brought out in work conducted in this manner! How much thought and observation developed! I consider the principal object of the laboratory work to be overlooked in such work. The teacher should go about in the laboratory from desk to desk. He should ask a question here and there—"Why is this done?" and "Why is that done?" "What would be the result if you would do this or that?" "What would follow if the apparatus would be arranged in this manner instead of that?" "Could you suggest any improvement in the apparatus?" "Can you think of any application of this experiment?" The recitation room affords altogether too little time for cross questioning such as this. There the dull pupil would answer with "I do not know why it is." But the laboratory teacher would not accept this answer. A few questions touching some experience of the pupil would arouse his interest and in a few moments he would be industriously working at his experiment, confident that he was learning something worth knowing. The teacher must be alive and enthusiastic. The pupils will take their attitude from him, and will also become enthusiastic in their search for truth.

Over them all he must have a watchful eye. They must all be kept busy. By all means, do not allow the laboratory work to become routine—that so many experiments in the manual must be performed within a certain time. Instead of saying that to-

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tomorrow the class will be required to perform Exp. 32, say that they will perform an experiment in which they will learn how to get the specific gravity of some solid or liquid and the members of the class can bring any particular solid or liquid of which they may desire to determine the specific gravity. Let the pupil feel that in each day's laboratory work, nature will reveal itself in some different way.

The laboratory work offers a fine opportunity for reaching the innermost recesses of a child's mind. The revelations of science work will arouse the dullest and most sluggish pupils. Without attention to them in the laboratory, they accomplish nothing; with skillful directions and questioning, the ponderous minds will become more impressionable and observant and finally they will be more interested in the work. Under such instruction they become more watchful, and anxious to learn what conclusions their observations will lead to.

Many pupils study their text-books thoroughly and work very faithfully in the laboratory, and yet do not accomplish much. The presence of an interested laboratory instructor is needed to show them how to work, how to see, and how to reason. Loose laboratory work is worse than none at all. It leads to the formation of habits of carelessness. Pupils' insincerity in copying results of others, adopting theirs and the text books reasoning for their own, and poor shallow reasoning develop habits that are easily transferred to other subjects and produce much harm.

The laboratory work must be thoroughly systematized to accomplish good results. All experiments should be assigned a day before, thereby giving the pupil an opportunity to form a clear idea of what he is going to do before he commences work. No text book should be allowed in the laboratory and only simple references be permitted during the performing of an experiment. All apparatus should be so arranged that little time is lost in commencing work. The pupil should have access to a complete tool outfit, so that apparatus can be repaired or altered by him in a short time. Not more than two pupils should work together. There should not be more than twenty in a class. To accommodate that number, if a school only had five sets of apparatus for each experiment, it would be necessary to have about three different experiments performed during the same laboratory period. The different sets should be placed in alternating positions on the laboratory desks. Too much time is lost by pupils who are performing the same experiment in their desire to compare results, and take information from one another.

Positive insistence should be made that all pupils bring the necessary note book equipment to the laboratory.

At the beginning of the laboratory work, an instructor should ask what experiment is

going to be performed today. If the answer is "To get the density of marble," another question should be asked, "What do you mean by density?" If the answer is "It is the amount of mass in a unit volume," a few other questions could bring out good results. Simple questioning like this will reveal to the pupils exactly what they have to do.

Many of the laboratory manuals are conducive to the production of mechanical work. The different operations are lettered or numbered, and the computations are made easy for the pupils like this: $a \div b = c$, $c \times d = f$, $f - g = h$ —specific gravity.

Many pupils arrive at results that may be mathematically and scientifically correct, but not understood at all. The main purpose of the laboratory work has been overlooked—the development of the observation and thought faculties, and not the completing of a series of steps where the fundamental operations of arithmetic are concerned.

A large number of the manuals state that the laboratory work should be principally quantitative, the qualitative experiments being mostly left for the recitation room. A mistake is made here. Many of the qualitative experiments offer the best opportunity for training observations and thought, and these should take place in the laboratory. A demonstrator may perform such experiments perfectly in the lecture room. He may explain them from every point of view to the clear understanding of every pupil, but they then give more information than discipline. Let the pupil perform many such as these in the laboratory and he will derive far more good from them. A discussion in the recitation room might follow and all the pupils would then be ready to respond for they would be anxious to tell what they saw and learned from their own manipulation of the experiment.

The laboratory periods should extend over at least two hours. This length of time enables an instructor to thoroughly investigate the development of his pupils. Short laboratory periods are harmful. A pupil, knowing that his time is limited, will rush through his work—do it mechanically not thoughtfully.

As a certain amount of proper food is necessary for our physical existence, so proper apparatus in sufficient quantity is necessary for successful laboratory work. Since it is known that laboratory work is so essential for the study of the sciences, manufacturers have been established throughout the United States for making every possible description of physical apparatus for almost every conceivable experiment. Complete catalogues have been issued and sent to every science instructor throughout the country. Undoubtedly one would say that this is a great advancement in facilitating science work; but has it not brought about some harmful results? The ease with which apparatus can be purchased has almost ended

the ingenuity which was formerly used to devise apparatus and combine different pieces to produce certain results. Especially is this true of qualitative work. Apparatus which a pupil can handle himself, take apart, put together, use in different ways without fear of tarnishing or injuring something expensive, will appeal to every pupil. How much more it would mean to them if they could see some of the apparatus made, or, in some cases, make it themselves. Ingenuity and self manipulation attracts pupils. I do not consider that a laboratory, well equipped in every detail is as good as one in which some details are lacking. There should certainly be on hand tools and materials for supplying missing parts. How much better it would be if the pupils, finding some pieces lacking or missing, would say, "could we not fix up the apparatus in this manner," or "could we not use this instead of what is given?"

I had a particularly good example of ingenuity on the part of pupils in my laboratory last year. The High School did not possess an Induction coil of high E. M. F. An ordinary Induction coil, consisting of a Primary and Secondary was used for the experimental work. The principle of the Ruhmkorff coil was explained to the class, as was also the value of the condenser and the automatic circuit breaker. Previous to this, the subject of condensers, with its application in the Leyden Jar, and the workings of an electric bell were discussed in the laboratory and recitation room. It was necessary for me to leave the laboratory that afternoon. On returning, I found my entire physics class, then numbering eight, standing around the table endeavoring to make a Ruhmkorff Induction Coil. Two of the members were manipulating the apparatus while the others were giving every suggestion that it was possible for an interested science student to give. They were allowed to go ahead with their experimentation and they certainly had splendid success. The original primary and secondary coils were used for the corresponding parts of a Ruhmkorff coil two Leyden Jars were used for a condenser, and an old electric bell minus the clapper, for an interrupter. If we had had a good induction coil in our laboratory, it would have been used in the experiment and the pupils would have lost just that much. As it was, they had a true understanding of the physical principles and the originality displayed in combining pieces of apparatus to form the complicated one showed a development of power on their part to organize their knowledge. In regular laboratory work there is not enough time for pupils to do original work, for which some time ought to be allotted. Certain original ideas different from those involved in the work might come to some pupils. Give them a chance to follow them out. Likewise, let the inquiring pupil who reads science magazines, try any experiment he may be interested in. Encourage the pupils in work of this nature.

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There should be a direct connection between the laboratory and recitation work. To accomplish the desired results, the two stand inseparable. In general the laboratory work on a subject should precede the recitation, the former serving as a basis for the theoretical work. An example of its value in this respect happened a short time ago in my chemistry class. In investigating the properties of hydrogen and oxygen, the pupils learned that if a mixture of the two gases was ignited an explosion followed. The next day in the recitation room, I asked a pupil for the chemical properties of oxygen, and the above was one of those given. I asked what was meant by an explosion. The answer, "It is a loud noise." Further questioning on my part developed the fact that the pupils had practically no idea of the cause of an explosion in particular or of sound in general. Thinking that I had a good opportunity for a little inductive work, I sent to the laboratory for a large tuning fork. I then performed the following experiments in order with the fork. It was first tapped, held in the air, then held with its base on a reinforcement box, then so that one of the prongs touched a sheet of paper causing the latter to rattle. Afterwards a silk thread was attached to the end of one prong of the tuning fork, the other end of the thread being held by a pupil to his ear. The fork was then tapped. I made sure that the pupils had observed each experiment well. When the fork was first struck the pupils noticed that it was thrown into vibration, for it caused the paper to rattle. These vibrations forced the thread into vibrations which were transmitted onward until they reached the end of the thread next to the ear. On being asked if they could draw any conclusion as to how the vibrations actually reached the ear, they answered that the air must do it. From this and the reinforcement box experiment the pupils soon got the idea that the immense sudden expansion of the products of the combustion with the rarefaction that followed, produced an immense air wave which was sent to the drum of the ear, causing the sensation produced. Although this experiment was performed before a chemistry class by the teacher in the recitation room, its results show that such sequential experiments can be performed to good advantage in a physical laboratory. Time is needed for pupils to observe and think well. The laboratory is the place for such experiments. Dull, backward pupils cannot be reached in recitation rooms, especially in a reasoning subject.

Quantitative experiments could in a measure follow the text book work. Experiments such as the deducing and verification of Pascal's and Archimedes' Laws could be performed before considering the text, those for obtaining in different ways the specific gravity of solids and liquids, afterwards.

Laboratory work by itself would be disorganized and separated. The recitation

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work is necessary to correlate, and combine the many principles and illustrations brought out, and from them build a good science foundation on which the pupil can work farther.

While it means much to reach truth, the power of expressing it with accuracy is absolutely necessary. A methodical record of all laboratory work reveals and fastens all doubtful points in the minds of the pupils.

I have my pupils divide their note-book work into six parts—Date, Object, Apparatus, Operations and Observations, Conclusions and Discussion. The use of the first three is apparent. In the Operations and Observations the pupil should state briefly how he arranged the apparatus, what observations were made and what inferences or data were obtained from it. If there is much data it should be placed in tabular form. The pupil should state exactly what he sees—not what he thinks he ought to see. Computations should be placed in equational form, the actual fundamental operations being omitted. In the conclusion what has been accomplished in the experiment should be briefly and completely stated. In the discussion, the pupil should have an opportunity to make any original comment on the experiment, consider it from different points of view, etc.

All notes should be written in the laboratory, from which no note books should be allowed to go. There should be no text books or scratch tablets used in the work. Each pupil should be provided, in addition to his regular note book, with a small note book in which all data obtained in the experiment could be written and all computations made. This should be kept in the laboratory. Note book work must be watched carefully or it may have harmful results. Pupils must write only what they actually see. They must not take statements from other pupils or text books. All reasoning following observations must be carefully carried out and written in correct English.

If the above is followed out, it certainly means much work for a science teacher, but I sincerely believe that in no other way can fair results be achieved.

And here, I want to make a plea for the science teachers in the smaller schools of three, four or five teachers. They have too much work to do. Generally in these schools a teacher has two sciences and three or four other subjects. He should have with two sciences not more than two other recitation subjects; with one science, not more than three others.

Considering the amount of time spent by a pupil on this subject, not enough credit is given by the University of California. Only one unit is given. It seems to me it should be at least one and one-half units.

The care exercised and the earnest enthusiastic work that must be done in a laboratory, the note book work, the correlation of the laboratory and recitation results, and the recitation work indeed consume much, very

much of a teacher's time, at least as much as two other recitations.

Is it worth the while? Yes. The splendid information and discipline are surely worth much. They give one the key which opens the door to the Natural World. Understand Nature and you understand the world.

ANCIENT HISTORY: MATERIAL AND METHOD.

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I am asked to discuss the teaching of Ancient History as related to Material and Method. Both of these can probably best be determined by asking ourselves what results do we desire? What goal do we seek to attain? It goes without saying that we wish for our pupils the acquirement of knowledge of the subject studied. But we desire more than this; we desire the kind of work done, while attaining this knowledge, that shall stand for growth, for development; that shall be a culture of the memory, the reasoning faculties, the moral sense, a quickening of the artistic perception, and a sharpening of the critical eye. Whatever out methods, we shall not accomplish all of these ends; nevertheless, I think we should strive for them, for the student will get glimmerings of the better things by that striving.

And whatever we desire to attain let us keep well in mind, how very important it is that the study of history afford pleasure to the student. Let us keep, as it were, our fingers on the historical pulse of our pupils, and when we note signs of the appearance of "mal du histoire" let us take warning that the menstruum in which we are preparing our work is not suitable to the case. The student who likes to study history in the high school will probably pursue it in the university. And this, I think, very desirable, for the study of history tends to liberal-mindedness.

In our study of this subject, while the facts are necessary, the deductions drawn from them are far more valuable. Mere historic facts, as isolated facts, have no more intrinsic worth than a knowledge of technical terms in a science without the scientific truths unfolded by means of those terms.

All historic facts are the results of the thoughts and the feelings of the different peoples whose deeds we study. The reason any particular individuals or nations have acted in any particular manner at any special period is because of their mental status at that time. For instance, the whole contest between the Stuart rulers and the people was the result of their different points of view upon the justifiable acts of kings. Charles I was not a bad man, nor were those leaders who opposed him bad men; but there was a decided difference of opinion between them as to what constituted their individual rights. Every step in the evolution of civilization has been the result of the advance of thought

of the various peoples of the earth. As a man thinks, so is he; as a nation or a people think, so is it. Compare the Brahman and the Greek. The one inactive, ever contemplative; the other alert, active; the one with his thought always fixed upon the future, the re-absorption of his soul into that of his god; the other thinking and caring about the immediate present, with little attention to his future existence.

Whenever a nation or a community entertains a similar change of thought in regard to any social, moral, or political question, then will result a change of action in that nation or community. This change may come gradually through long periods of time, or it may come suddenly. The change wrought may be a trifling one, as the manner of wearing the hair, or it may be the forming of an entirely new political system.

But it sometimes, indeed very often, is true, with nations as with individuals, that action produces a modification of thought, sometimes an entire change of mental attitude. Action, by giving practical effect to thought, is the truest test of the soundness of that thought. Daniel Webster was once a free-trader, and John C. Calhoun a protectionist. This was in the days before manufacturing had assumed large proportions. But when New England became the great field of factories, and the South developed along agricultural lines, each changed his views upon the subject of the control of trade. Daniel Webster then thought that what was necessary for New England was best for this nation; and John C. Calhoun held that what would redound to the benefit of South Carolina was a reasonable demand for the whole country. So do our actions modify our thoughts. The XIVth and XVth Amendments gave franchise to the negroes of this country, but after exercising this privilege for more than a generation they are being restricted on account of incompetency.

Sometimes an idea works itself out in unexpected ways. Women have long contended for the right of suffrage. They were organized fifty years ago for the avowed purpose of achieving the right of franchise. In all these years of agitation they have only accomplished a somewhat wider recognition of their demands. But now the question has received new impetus from a quarter little thought of, as it is today one of the planks of the platform of the socialistic party of Germany, which party polled almost one-third of the whole German vote in the last election. Many socialists of this country are also pronounced advocates of woman's right to the exercise of franchise. Even if the socialists should never become a controlling party, their endorsement will have changed the mental attitude of large numbers of voters upon this question.

Ideas, whether entertained by a small unit or a great one, are continuous in their growth. They are affected by the racial character-

istics and by the circumstances of those who entertain them, and their proximity and relation to contiguous nations. The Israelites in their religious ideas underwent a continuous advance from the incipiency of the nation to its final overthrow. They at first regarded God very much as the other nations around them regarded their gods, but finally, they thought of him as a more benign, more spiritual being; one who, instead of being a god of wrath and vengeance, became one of love and protection. They at first thought but little, if at all, about the immortality of the soul or the state of its future existence. They, like the Chaldeans, the race from which they sprang, saw no special joy in the life after death. There are very few allusions in the Old Testament to a future life, indeed, I do not think the word immortality occurs at all. But later in their development, being by nature of a religious turn of mind, coming in contact with Buddhism and Zoroastrianism, they became assured of the future existence of the soul, as exemplified in the writings of Christ, who may be considered as the highest exponent of Jewish thought.

Now if we consider the relation of thought and action to each other, and the evolution of thought as of importance, shall we not try to direct the pupil in such a way that he may see it for himself, and once having realized its value, seek it in new fields?

Having considered what is necessary or rather desirable to attain, how shall we proceed? What tools make use of? In United States History we are endeavoring to place the original materials before the student. We require a report upon this material, or rather what the student has found, and a discussion of the same in the class, and finally an orderly arrangement of the result of his study. In Ancient History we can not do this to the same extent for lack of material. In this subject nominated Ancient History, most schools begin with the history of Greece. I think six weeks can be most profitably spent upon the more ancient civilizations, so that the Greeks may not seem to have dropped from the clouds, and to be an entirely new people in all their ideas. Greek civilization seems much more advanced when compared with what has preceded it. Besides, if this background is not laid in, what has the pupil for comparison with the Greek life except his own, which is altogether too remote in time and place.

Ancient history is taught in almost all of our high schools in the first year. The student is young and inexperienced. He does not understand the language of his text-book; he does not know historical geography; he does not know how to use reference books. He is not trained in outline work of a logical and general character. He makes few, if any, comparisons, and draws almost no conclusions. He thinks his text-book and his teacher are always correct. He for this first

year is a stranger within our gates, and we must so guard and guide him that he becomes self-reliant, interested: in reality, a student. First his text-book is to him difficult, because he does not understand its phraseology. He does not know how to study his lesson. From a lesson of four pages I culled the following words: Cathay, Turanian, aborigines, tyrannically, purport, millennium, phonetic, cumbrous, symbol, era, Confucius, cardinal, precepts, philosophy, filial, originality, passport, competitive, Buddhism, exclusive, innovations. I selected these for spelling, and meaning as used in the text. Here is a list of twenty-one words; five of these he has never seen before, three of the more frequently met with he mis-spells in his written work; the others he has seen, but does not apply. What do I do with the list? The class write them in a book kept especially for the purpose, they are corrected, and those missed are learned; once a month we have a review of words. In preparing this lesson I direct him to the use of dictionaries: how to find and to pronounce the word when found.

For a better knowledge of the geography of the country studied, I require a blackboard map drawn by each pupil. This is made in five minutes. One day it may be the map of Babylonia, locating Assyria, the Persian Gulf, the Tigris and Euphrates rivers, Syria, Palestine, the Isthmus of Suez, Red Sea, Egypt and the Eastern Mediterranean Sea. One day one bright little girl couldn't draw hers. I asked: "What is the matter, Laura?" She replied: "I have the Mediterranean Sea bottom side up;" and sure enough she had its greatest extent from north to south. One day, not having said, "Be prepared to draw a map of India," the class failed to look it up. The result was, that when I sent them to the board to draw the map, not one in the class had a correct location of the Indus River. They, for some reason, unknown to me, placed its mouth at Cape Comorin. The next day I noticed in the study hall that the map of India was conspicuous in the open atlases of the study table. I may add that we shall use the McKinley outline maps of Greece and Rome in addition to our blackboard work. I would also mention that I am very particular in the correct spelling of every geographic name; in a short time correctness becomes a habit. As an illustration of how vaguely our pupils understand the use of maps I give the following:

One day I said, "Clara, step up to this map (here I drew down one of Western Asia) and locate for me the Persian Empire at the time of its greatest extent." She advanced toward the map and hesitated, then said: "It isn't marked the same here as in my book." I replied: "No; not the same coloring, but the same distribution of land and water." Then I added, "Get your book, and compare the map there with the one on

the wall." The one in the book was a double page map of the Persian Empire which was colored pink. The map was labelled "The Persian Empire in its greatest extent. About 500 B. C. Persian Empire" (followed by a pink rectangle). This label was placed in the region of Arabia, and she thought that was the Persian Empire. Thus it is seen that she entirely misunderstood her map. Then I gave a talk upon how to use one—we applied the scale, determining the length and breadth of the empire, then estimated the same by degrees of latitude and longitude; compared its area with that of the United States, and thus we were able to understand that such a country, in an age devoid of railroads, telegraphs, and telephones, could not be closely knit together, hence more easily disintegrated.

Sometimes for variety and to enliven the work, I take a pointer in hand, and, standing before the map, say to the class, "Let us take a trip together. What body of water are we sailing on? What kind of a ship have we? What of the weather? What river is this we are entering? What desert at our right? What are these huge structures out there? How does the surrounding country look? What city is this? What shall we see here? Who governs this country to-day? Who once lived here?" The pupils love this; the make-believe pleases them. They like to imagine that we are fellow-travelers. And how truly we are just that in reality! Along with the use of maps, I bring pictures into constant service. But these, like the maps, are not seen until the pupil's attention has been directed again and again to the real purpose of illustrations. One day I asked a pupil, why the Rock of Behistun is of importance. She hesitated, and I said, "Don't try to recall what your author said, but tell me what you saw on the rock in the picture." She answered, "I didn't see any picture." I replied, "Open your book at page —. Do you see a picture? What has the author written below it?" She read: "Insurgent Captives Brought Before Darius. (From the Behistun Rock). Beneath the foot of the king is Gomates, the false Smerdis." Then I said, "Find the king, called Darius. Where are the insurgent captives? Why has Darius his foot upon one? What is above and below these figures? What do these inscriptions tell? If you had been Darius what would you probably have caused to be written there?" Here was an actual demonstration that some of our pupils do not see what is plainly before them. If any of you doubt this, teach science awhile in the laboratory. I do not know why this is so; but I know that they walk through the world with eyes and see not, and ears but hear not. Therefore I think this first year of the high school is a fitting time to re-enact the miracle of restoring the deaf and the blind.

We, as teachers, are constantly supposing

that the pupils know many things which they do not. We forget that our environment, our opportunity, has not been theirs. We have no reasons that I am aware of for such a basis to our suppositions, and it is certainly much safer to assume that they do not know.

There are many ways of adding interest to recitations in Ancient History. Stories told by the teacher about objects of interest such as the Rosetta Stone; Cleopatra's Needle in Central Park, New York; Temple of Luxor; the pyramid Cheops; etc. Scenic descriptions hold a class entranced, such as an Egyptian tea-party; a lion hunt with an Assyrian king; entrance into a pyramid; Nebuchadnezzar's feast; the hand-writing on the wall, and Daniel's interpretation thereof, etc.

In our study of Phoenicia we read Ezekiel's account of the commercial greatness of Tyre, as he has given it in the XXVII chapter. When we were studying the history of Babylon we read The Code of Hammurabi translated by Prof. Johns. After the part dealing with the punishment of crimes, I read to the class, The Dooms of Alfred the Great; then the Mosaic law as given in Exodus, chapters XXI-XXII and XXIII. The pupils quickly saw the resemblance and commented upon it. Then they asked: "Did our laws come from these?" I then read Prof. Harper's Prayer to Marduk, leaving out the name of the deity Marduk. The pupils said, "How very modern it is!"

All pupils keep two note-books: One in which they jot down anything that they need to make special note of—it may be a dictation exercise, prescribed work, an outline, notes taken while reading, or anything else of interest. The other note-book has the results of their more mature work, and this is indexed. It contains outlines, not only of particular chapters, but of comparisons, history of nations, epochs or events, written papers upon prescribed subjects.

When we study the history of Greece we shall use Prof. Fling's Source-book Upon Greek and Roman civilization. We expect to read some of the writings of Socrates and Plato, a play of Aeschylus, and extracts of Thucydides. As the Greek attained an excellence in philosophy, tragedy, and art but seldom surpassed, we can not do better than enter into his life by reading his masterpieces. We shall not read Greek literature for its morality nor for its historical facts, but to realize what the Greek read and thought. No amount of talk about the culture of a people can give the vividness and reality to the life of the people that the actual reading of its literature does. In Roman History we shall read several books of the Aeneid, an oration of Cicero, and the letters of Pliny. If the teacher, while reading, comments upon the subject, and calls upon the student for explanations, she will be much better able to hold the attention of her class. Every teacher, as she proceeds from day to day with her work, finds that any resources

suggest themselves for enhancing the interest of the students. Pupils frequently come to me outside of the class and ask me if I will not read them something that day.

The work of comparison is, I think, a most important one. This is often brought out by an outline. Friday we made a brief outline of the religions of the Egyptians, Babylonians, Israelites, Zoroastrians, Brahmans, and Buddhists. The discussion of this showed that all religions had some elements of goodness. Many of our youth entertain the belief that their own particular religion is the only one that teaches right conduct. In this particular discussion the pupils were somewhat divided in opinion as to which religion seemed preferable, Zoroastrianism, or the belief of the Egyptians. All preferred the latter, however, to that of the Babylonians, because the Egyptian believed in the possible happiness of the soul in a future life if it lived aright in this life; while the Babylonian saw only a dreary existence in the future state. A discussion arose as to whether some of the Egyptians were monotheistic, or whether all were polytheistic. Those who thought that some were monotheists gave as evidence an inscription on a monument which read: "God is a spirit and no man hath known his form. He is the one living and true God. He hath existed from the beginning and He is life; He is the creator of the heavens and the earth and all that therein is." But others said, "The text-book says all are polytheistic." Here the correctness of the text was called in question, much to my delight. I remarked: "No text-book is always correct, and no teacher, especially this teacher is not."

Many times when I ask the question as to what an individual or a people did at some given time or place, and the pupil answers, "I don't know." I ask, "What would you or I have done, or all of us, in such a situation?" The answer is pretty sure to be just what was done in the given case, an evidence that we are after all one flesh, actuated by the same thoughts, influenced by the same motives, susceptible to the same influences. Human nature has much in common in all places and times. The lives of nations move along common lines, political, social, industrial, moral or religious, and intellectual. Sometimes one of these holds a dominating influence for awhile, to be superseded by another. Sometimes one special phase predominates throughout a nation's history. A very able instructor, to whom I owe many things, used to tell us in our work, that we should try to look at things as wholes, and not specialize upon particular parts so as to lose the idea of unity. I think this very applicable in the teaching of history. Surely we ought to be able to direct our pupils so that they may recognize the directing or controlling force in the lives of these ancient peoples, may find what elements were deficient or altogether lacking, and thus,

by viewing the life of a nation as a whole, be able to recognize its weakness, the defects in its foundation that ultimately caused its downfall.

In our study of Greek life we shall give emphasis to Greek art and Greek culture, but we must not omit this splendid opportunity for the study of Greek character. Leonidas and Themistocles, Pericles and Socrates exemplify Greek life at its flood-tide. In the death of the great philosopher we see how the Athenians were influenced by the feeling that religious unity was a necessity. And as we come down the ages how many Socrates' have surrendered up their lives on this same altar. In the character of Pericles we find all that was best in Greek life. A noble, upright character, of manly, dignified bearing, possessed of highly intellectual tastes, patriotic and public-spirited, firm, but just and humane in his government. Here such questions as these might be interesting. How does Pericles compare with John Adams? What would an Egyptian of Rameses II's time have thought of Pericles? What does the Parthenon teach us of the life of the people? Was the Athenian under the spell of that vice, indifference to public affairs? Rome, too, has her strong characters: her Scipio, her Gracchi, her Cato, her Brutus, and her Augustus Caesar. These give fine opportunity for written sketches, for comparison and for character-building. In our studies of Greece and Rome the pupil must come face to face with the development of constitutional government. In both nations it is along similar lines. The king gives place to magistrates, and the Assembly of the Elders yields to the Court and the Senate, the Ecclesia to the meeting in the market-place. He will find that the mob element was opposed to stable rule, and that intelligence was the support of constitutional government.

In conclusion permit me to say, that I have tried in this skeleton to present a few of the points that seem to me of greatest importance. They are put together in a hit or miss fashion, but there has been no time to select and arrange the parts. I have endeavored to show here what I practice in the work, a study of the child's mind and his point of view, and the placing of emphasis upon what is going to help in the solving of historical problems.

AMERICAN HISTORY AND CIVICS.

Their Place in the High School Course of Study.

Where in the High School course should American History and Civics be placed, and why?

It seems to me that this question has been fully answered, not only by the reports of the Committee of Ten in 1894 and the Com-

mittee of Seven appointed in 1896, to make a report to the American Historical Association on the study of History in schools, but also by the arrangement of this history work of most of the High Schools, at least on this coast. I might add also that the tendency of the publishing houses, which are getting out series of text for four years of High School History to edit text books in American History for the fourth year would indicate an arrangement which seems to be popular.

In placing American History and Government in the 4th year the Committee of Ten as well as the Committee of Seven presupposed the teaching of some elementary American history in the later years of the Grammar School. The Committee of Ten recommends eight years of history, four in the Grammar School and four in the High School, arranged as follows: two years of biography and mythology, one of elementary American history and government, one of Greek and Roman, one of French and one of English, each illustrating general movements in mediaeval and modern history, one of American history and government and one year of intensive study on some period and civil government. It will be seen at once that this school differs slightly from present arrangements in most High Schools, except that Greek and Roman usually comes in the 1st year in the High School, whereas the Committee of Ten places it in the last year in the Grammar School. But in the placing of the American history as regards the Ancient, Mediaeval and Modern and English, the arrangement of the Committee of Ten corresponds to that of the Committee of Seven, as well as to the present arrangements of history courses. The only difference therefore is the finishing of the four year arrangement in the 3d year of the High School instead of in the 4th and the placing in the fourth year, the intensive study of some special period. And after all this difference is slight as the present arrangement intends a rather intensive study of the American History in the 4th year. The Committee of Seven in making its report was probably influenced by the fact that at least one-half of the schools observed left the American history till the last year of the High School. Thus we see that our question for discussion has been settled not only by two bodies who were expert in their opinion but also by the practice of a great many schools. The purpose of this paper therefore, will be to give briefly, some of the reasons which would seem to show this arrangement to be a wise one.

In the first place it seems unnecessary to place the American history and government in either the first or second years for the reason that it would follow so closely on the American history taught in the Grammar School in the 7th and 8th years as to be little else than a review. The child would not in that time have gained sufficient in-

sight into the world's history to enable him to see his own history in a broader and deeper way, in other words the High School American History following so closely on the Grammar School American History, would not have either its full educational or its full informational value. The child coming into the High School usually knows little of the history of the other nations which have made history. His knowledge of other peoples is practically limited to stories of great characters in the history of other peoples and these characters are probably not very real to him. It stands to reason therefore, that in order to appreciate the history of his own people and understand what we are today, how we happen to be what we are and where we are that we must go back in the history of the world and see the process of mankind in the making. He must be brought to realize that our history as an independent nation is only a small part of the history of mankind as a whole. That his grandfather's father was living when the nation was born, but that way back before that time men were living and dying just as they are doing today, that they were working, playing, loving, hating, sleeping and eating three meals a day just as we are doing now. It is only when he realizes this that he is going to understand his own history. The study of American history when repeated in the High School is not to be like the American history of the Grammar School, an outline of the facts of American history, but is to be an examination of the problems which a nation has solved and is solving. It stands to reason that such an examination to have real value must be based on a maturity of mind resulting from the study of the earlier nations in the world's history. For example, the question of the frontier one of the most important ideas in American history is very similar in many respects to the restless movement of bodies of men at different times of the world's history. In other words when he comes to his American history he finds we are a nation living under certain conditions and that we have had certain problems to work out and that the solution of these problems has found expression in institutions and he understands these institutions, and their meaning better because he has dealt briefly with several type nations of the ancient world, who made progress and solved problems and who later left their influence to a new infusion of blood which took up the task of working out new problems under new conditions gradually shaping things into their present appearance. This idea does not in any way I think conflict with the idea of appreciation. The child is not going from the unknown of known. He probably knows something of local history and has in an elementary way become acquainted with his own race. He has with his study of American history in the Grammar School become aware of the fact

that men exist together in society and develop certain institutions so that it is no far cry to take him immediately on entering the High School into the history of some of the ancient peoples, provided of course that the history be made real to him, and after all if the history is not properly taught may not George Washington and our revolutionary forefathers, from the mere act of powdered wigs, short trousers and silver shoe-buckles be fully as unreal as Themistocles or Rameses II?

In the third place American History can only be understood and appreciated in relation to European history. Our history up to the year 1776 is European history, in a way. In his Grammar School history the child has probably been able to grasp but little of the relation of Europe to the New World. Necessarily so, because his knowledge of European history is limited. Does it seem wise then to repeat his American history before he has gained a better viewpoint? Will the facts of his American history assume any broader meaning by repetition? On the other hand with two or three years of European history as a basis when he repeats his American history it assumes a new meaning. The ideas of his own history which he remembers from the Grammar School have a new significance. He begins to see them in their proper setting. He realizes that our early history is largely the transferal of European thought and ideals to a new environment and the working out of European problems under new conditions. The French Indian war is not a movement apart by itself, but only one phase of a world struggle for empire. And so the instances might be multiplied to show the absolutely dependence of the American history upon the European.

With two years of European history the pupil is now ready to take up the American provided but three years' history is taught in the High School. However, it seems to me that a year's work on English history in the 3d year is an excellent forerunner of the American history. In the first place, in a year's time he will study the English history more intensively than he has studied that history of the first two years. He will go deeper into the life of the people and do less of general political outline work. The study of the English constitution which he will do will be a splendid preparation for the government in the fourth year. Also the fact that he is constantly coming closer to his own history will be an advantage, for in spite of the fact of the cosmopolitan makeup of American society, the feeling of the English influence and kinship predominates.

Finally let us notice some of the advantages of American history and civics in the 4th year from the standpoint of character-building. Some of the results we hope for from history in the schools are what the Committee of Seven call historical-mindedness; we also hope to develop fair-minded-

ness, judgment, and patriotism, or the development of good citizenship. I would not say that these were developed in the American history and government in the 4th year, but rather that they are rounded out. If the history has been properly taught in the first three years these elements of character have made a good beginning and should be brot to a higher development in the 4th year. We Americans are too prone oftentimes to overestimate our own importance. We are too apt to think of history in terms of American history. I think I may safely say that the majority of men and women who have not studied history other than American history during their school life do little history reading after leaving school so that it stands to reason that their knowledge of history is limited and selfish. In other words by arranging history work so that our own history comes at the last we are going to have a better proposition, we are going to see our own history in relation to the history of other peoples, we are not going to get an exaggerated idea of our own importance and influence in the evolution of the race. Further if judgment and fairmindedness have been developed along with historical-mindedness our consideration of our own history is apt to be freer from prejudice. Things are not right simply because we, the American people, have done them. The pupil is maturer in the 4th year, his mind is apt to confrer from prejudice and he is apt to consider his own history more dispassionately than at any other part of his course. And along with this goes the idea of patriotism and good-citizenship. Our frontier life and the independent conditions of our life have been apt to make us like the boy who has made his own way since he was six years old, too self sure, our rapid development to make us forget what other peoples have done and are doing. The patriotism we want to develop in the High School is not a firecracker red fire kind. We have too much jingoism and cheap sentiment already. What we want is a sane, modest, opinion of our own worth as a nation recognizing our development in a proper way, aware of our shortcomings and recognizing our debt to our European ancestors.

Finally it seems to me that American history and government in the 4th year is best adapted at that point to bring to the realization of the pupil that history is still being made. One fault I think of our science teaching is the fact that the child oftentimes gets the impression that the changes in the earth and its life are things of the past. In his physical geography he is often times apt to think of changes in the earth's surface as having taken place in the past, not realizing that change is going on at present as well as in the past. The same false idea may arise in history and we do not wish our High School history to be mere antiquarianism. We want it to be a live subject and we want the pupil to realize that problems are facing the nations today just as they did in

the past, that just so surely as we live just so surely are we making history.

A MESSAGE FROM GOVERNOR GEORGE C. PARDEE.

Sacramento, October 10, 1904.

Mr. Geo. C. Thompson, 2159 Clinton Ave., Alameda, Cal.—Dear Sir: Since I have found ments, to attend the Teachers' Institute at Woodland on the 13th, it has occurred to me that, perhaps, it might be of some interest to the ladies and gentlemen present at your meeting to listen to some comments on the matter of the distribution of state school money. If so, the following is entirely at your disposal.

California, as you know, levied last year a tax, upon all property in the state, of a little over 17 cents per hundred dollars of assessed valuation, in order to comply with the law, which provides that there shall be raised, for every school-house child, the sum of \$7.

We all feel that the present salaries paid school teachers in this state, more especially in the country districts, are not sufficient to induce men and women to take up teaching as a life-work and make a profession of it, like medicine, law and theology. California wants, of course, the best teachers she can get. And, in order to increase the salaries of our teachers and enable us to get and keep good ones, it has been proposed to raise the state per capita per census child from \$7 to \$9.

Before discussing this proposal let us see something about the present situation. Last year, according to the report of the state superintendent of public instruction, Hon. T. J. Kirk, the state alone raised, for the grammar and primary public schools, the very respectable sum of \$3,556,364.15. There were employed in the public schools (and by "public schools" I mean always primary and grammar grades) 7797 teachers. Now, if the state school money had been equally divided among this number of teachers, each of them would have received a little over \$455 (to be exact \$456.12) of the state money.

But, as a matter of fact, very many, of our teachers did not receive any such part of the state school money toward the payment of his or her salary. The amount they received varied between the \$248, the lowest, the Alpine county teachers received, to the \$763, the highest, received by the San Francisco teachers. This was state money, mind you; and whatever greater sum the Alpine teachers were each paid, over and above the \$248 of state money, they got the surplus from the county—and with this county money, we have, at this time, nothing to do.

Let us take some concrete examples of what State aid per teacher in the northern counties of this state, in the school year ending June 30, 1904, amounted to: Alameda, \$579; Alpine, \$248; Amador, \$388; Butte, \$335; Calaveras, \$371; Colusa, \$342; Contra Costa, \$466; Del Norte, \$354; El Dorado, \$268; Fresno, \$402; Glenn, \$271; Humboldt, \$428; Inyo, \$275; Lake, \$311; Lassen, \$293;

Marin, \$475; Mariposa, \$310; Mendocino, \$323; Modoc, \$362; Mono, \$357; Monterey, \$382; Napa, \$416; Nevada, \$457; Placer, \$380; Plumas, \$288; Sacramento, \$371; San Francisco, \$783; San Benito, \$275; San Joaquin, \$433; San Mateo, \$453; Santa Clara, \$509; Santa Cruz, \$443; Shasta, \$338; Sierra, \$314; Siskiyou, \$360; Solano, \$433; Sonoma, \$429; Stanislaus, \$319; Sutter, \$301; Tehama, \$339; Trinity, \$305; Tuolumne, \$423; Yolo, \$381; Yuba, \$413.

These counties, as I have said, are the northern counties of this state, and the figures quoted are computed from the figures in State Superintendent Kirk's report; but the same inequalities occur in the southern counties.

The figures given establish, I think, the fact that the state money is not equitably distributed to the teachers of the state.

It is proposed to increase the state census-child per capita from \$7 to \$9, in order to raise enough state money to pay our teachers larger salaries.

Let us see what this proposed increase would do for the teachers in the counties quoted above. The figures are as follows: Alameda from \$579 to \$700; Alpine, \$248 to \$300; Amador, \$388 to \$464; Butte, \$335 to \$422; Calaveras, \$371 to \$433; Colusa, \$342 to \$412; Contra Costa, \$466 to \$566; Del Norte, \$354 to \$429; El Dorado, \$268 to \$322; Fresno, \$402 to \$495; Glenn, \$271 to \$328; Humboldt, \$428 to \$520; Inyo, \$275 to \$357; Lake, \$311 to \$376; Lassen, \$293 to \$355; Marin, \$475 to \$584; Mariposa, \$310 to \$365; Mendocino, \$323 to \$390; Modoc, \$362 to \$432; Mono, \$357 to \$432; Monterey, \$382 to \$462; Napa, \$416 to \$500; Nevada, \$457 to \$548; Placer, \$380 to \$457; Plumas \$288 to \$345; Sacramento, \$371 to \$449; San Francisco, \$783 to \$978; San Benito, \$275 to \$332; San Joaquin, \$433 to \$526; San Mateo, \$453 to \$550; Santa Clara, \$509 to \$615; Santa Cruz, \$443 to \$538; Shasta, \$338 to \$407; Sierra, \$314 to \$378; Siskiyou, \$360 to \$436; Solano, \$433 to \$520; Sonoma, \$429 to \$521; Stanislaus, \$319 to \$395; Sutter, \$301 to \$366; Tehama, \$339 to \$408; Trinity, \$305 to \$366; Tuolumne, \$423 to \$508; Yolo, \$381 to \$460; Yuba, \$413 to \$490.

From these figures it will be seen that, under the present system of distribution, with a \$7 state census child per capita, the state pays anywhere from \$248, as in Alpine, per teacher per annum to \$783, as in San Francisco—a difference of \$535 against Alpine; less, but still great, against teachers in other counties. But if the state per capita be increased from \$7 to \$9, the difference between the two extremes, San Francisco and Alpine, will be still greater, viz., the difference between \$978, San Francisco, and \$300, Alpine, or \$678, while the difference, under the present \$7 state per capita is, as shown above, only \$535, \$143 less than it would be under an increase in the per capita from \$7 to \$9. And, of course, every other county would suffer, by comparison, by the same percentage. It is true that every teacher would get more money, but some teachers, especially in the rich and thickly settled counties, would

get a much greater raise in their salaries, computed in dollars, than others, especially those in the poorer and sparsely settled counties.

Therefore, it is apparent that if the proposed increase of \$2 per census child be distributed by the present system the consequent raise in teachers' salaries will be unequal and inequitable in its effect. For this reason, I think an increase in the state census-child per capita of \$2, or any other sum, is not the first result to be achieved. For, if the present method of distribution of state school money be unjust to the teachers, and I think that it is, a better, more equitable and more just method of distribution should be, in my judgment, the first thing to be worked out. If that be done I think there will be no complaint; certainly, nowhere near so much as there is at present.

What do you and your fellow-teachers think?

Very truly yours,
GEO. C. PARDEE.

THE TEACHER AS THE SOURCE OF INFORMATION IN THE SCHOOL WORK.

Extracts from Lecture by Dr. Frederic Burk.

The knowledge of the text book is not the knowledge of the world. It is learned and forgotten unless there is something in it of human interest.

The knowledge one keeps—the knowledge of the world—is acquired through observation and reading—magazines, historical novels, etc. The text book knowledge is useless, except to peddle out for a limited salary.

The results are complaints about the schools—just ones, too, and children leaving the schools. We need other material; we should teach the knowledge of the world. That is the purpose of the school—to fit children to go out into the world.

The world calls the teachers narrow, because they have to live in a separate environment. They have to learn things that the world cares nothing about. Teachers are narrow. They cannot influence anything; can't even get their salaries raised. They appear strange when mingling with other people in other walks of life. They can have no voice in politics; no religious views; can't even have a wife.

This is wrong. It is ruinous to the teacher and the pupil. A teacher should be human—natural, and teach the knowledge the world uses.

Teachers should raise a rebellion against text books and courses of study. They should resist the ideal the world has made for them instead of trying to attain it. This is the only way the reformation of the schools can be accomplished, and until that end is obtained the school teacher must go on the "wooden Indian" public opinion has made him, denying himself the ordinary pleasures of life, living in his own narrow sphere of text books and courses of study.

"THE CALL OF THE TWENTIETH CENTURY."

President David S. Jordan, Stanford University.

(Extracts).

There will be three great characteristics of the century. It will be strenuous, it will be complex and it will be democratic.

There are people who have not heard of the 20th century and who do not know there is anything to do.

There are many deserts to reclaim, mother lodes to dig out, waterfalls to harness and microbes to conquer.

The application of science has made the world small. We can reach out to the other side. We can step out today into the beginning of day after tomorrow. We are neighbors with the people of every other part of the world. It is no surprise to meet any of them. We are beginning to talk the same language, the people of other countries adapting themselves to the use of the English. If there is anything on the other side of the world we want we can send and get it. The caravans of the world pass through our back yards. Messengers of tonight containing the news of every part of the world will be thrown in our front yard in the morning. So that the world which once appeared so large is now very small.

There is another view to be taken of the wonderful change made by the application of science. The world once so small has grown very large. The world of our grandfathers and grandmothers comprised only a few people. Their polities and religions were made for them. We are required to say yes or no 100 times where they were required to answer yes or no but once. Their lives may be compared to the stream that flows broadly and slowly. The new streams are swifter, they run over more rocks and shoals and are filled with more and different craft. Life has grown very complex.

The new century will be democratic. The greatest discovery of the 19th century was the reality of external things. They are not only real but they are insistent.

Social geometry will be one of the great discoveries of the 20th century. It will be demonstrated that a straight line is the shortest distance between two points. That means democracy. When we want something done we will go to the man who can do it best. Emerson has said America means opportunity and that is what democracy means. Democracy doesn't mean equality, equal enjoyment or equal opportunity. It will be so complex and strenuous that men will not be put at the heads of armies or in positions of great responsibility because they are the sons of dukes or are descendants of families who boasted of their blue blood.

What is there for young men to do? The kings of Europe are no longer political. Their function is a social one. Those who have them may keep them because they are nice to look

at, but nobody is seriously interested in the business of making them.

There never was a time in the history of the earth when the opportunities for young men were so great as they are now. From Patagonia to the Bering sea there are waterfalls to harness, and they will all be transmitting power and heat before the close of the century. In every part of the world first choice is given to the young men of America.

There is opportunity in mining engineering. There is opportunity in the gold yet to be taken from the mother lode, and in the other metals with which the earth is seamed.

There is opportunity in scientific farming. Some day California will be the great market garden of the world. One hundred years from now the people will look upon the animals and plants of today as belonging to a barbaric age.

The country has been made by the teacher. There will always be room for the teachers who are working to bring us back to our heritage.

There will always be room for the honest and able lawyer. The young lawyer may languish and lament his lack of opportunity, but experience teaches us that we all get about what is coming to us. And so I might continue through all the professions.

What kind of men are wanted in the 20th century? There are a great many that are not wanted. They can be bought in bunches and tied together at most any price. They are parasites. They stand on the street corners, hang about resorts and watch the trains come in because they think they can find nothing to do. They are like the clams that lay on the bottom of the river. They don't know there is a 20th century. They may be harmless, but they don't amount to anything.

There is always room for men who can do things, and such men are always in training. When a man becomes a hero suddenly it is because he has been practicing. The men who are capable of doing big things acquire experience by doing small things.

The 20th century demands educated and trained men because the world hasn't got time to take men who do not understand. It demands men of character who are too great to scheme for themselves. Here and now is the time and opportunity. Serious, earnest, religious men are wanted.

"PROSPECTIVE IMPROVEMENTS IN THE ELEMENTARY HISTORY WORK IN CALIFORNIA SCHOOLS."

By PROFESSOR DAVID S. SNEDDEN.
Stanford University.

(Published in the Rural School Number of the Western Journal of Education).

Say you saw it in Sierra Educational News.

"SOME FUNDAMENTAL CONSIDERATIONS IN THE TREATMENT OF ORAL AND WRITTEN EXPRESSIONS."

By PROFESSOR DAVID S. SNEDDEN.

Stanford University.

(Published in the Western Journal of Education, September, 1904).

THE HIGH SCHOOL LIBRARY.

PROF. E. I. MILLER, Chico.

Introduction.

When asked to speak on the subject of the high school library I hesitated because, having been out of high school work for awhile, I thought I did not know enough about what the high schools were doing in the matter of establishing and using libraries. But I formulated some questions which I hoped would give me the required information, and then accepted. These questions were sent to the principals of the high schools given in the list of the Superintendent of Public Instruction as receiving state aid, about 140 in number. I received replies from 28; several of the schools in the territory of the T. A. of N. C. did not respond, though many did. I thank any principal present who did answer. It is perhaps needless to say, that the information sought was not received from enough schools to make a good basis of a paper, and what I had hoped might be a study of some value to the high schools has come to naught because not enough high school principals have seen fit to cooperate, at least not to the extent and in the way I asked them to do. From those replies received, however, many valuable hints can be gathered. They will be of use, though they will not enable me to make the larger study intended. Therefore the plan of this paper must needs be changed, and changed too at a very late day.

THE HIGH SCHOOL LIBRARY.

In order to get this subject clearly before this meeting it is necessary to consider the purposes of high school libraries, or of school libraries in general. Let us ask the question why have libraries at all? or why have school libraries? What is a library expected to do?

We might almost as well ask why have public schools, for in many respects the library and the public school have the same work in hand, viz., the preparation of the American boy and girl for adult life in American environment; to make good and useful members of the great American democracy; to make citizens who can safely be trusted with self-government.

This is only one of the general aims of the

American public school and the American public library. Neither can do its work fully without the aid of the other; but judging by the past it is probably true that the school is more necessary to the existence of the library than is the library to the existence of the school. The school can exist without the library; the library would find it difficult if not impossible to exist without the school. Unless people are taught to read and think and want to read and think, there is no use for a library. Therefore the school must do the first and fundamental work and the library ought to supplement it. The library then is an aid to the school. It is one of the agents through which the school works. This is true of libraries in general, but is especially true of the school library.

For many reasons the school library, almost everywhere, has been less helpful than it should have been. These reasons need be given in this paper only in so far as may be necessary to make clear the suggestions for greater usefulness of the library. For this paper assumes that a school library is useful.

When the pupil leaves school at whatever stage that may be, whether by the twelfth year of age (before which time about 50 per cent leave,) at the end of the grammar school course, on graduation from the high school or only after a college course, whether or not he is going to be a lover and user of books depends almost wholly upon what the school did for him. That a taste for good literature and a delight in reading are desired results of his school work is taken for granted. General intelligence and good citizenship demand these things. They are the only defenses against the corrupting influences of vicious literature and the vice of ignorance.

What then are some of the things the high school library can do to assist in developing this liking for good literature? How can the library be most useful in an educational way? A few suggestions are here offered.

The high schools of California may for purposes of this paper be divided into two classes, those located in a town or city where a free public library exists and those entirely isolated from such libraries. Those of the first class have a much easier problem to meet than those of the second. That is, if the public library and high school library co-operate as they should, the one will be made to supplement the other so far as the educational side of it is concerned. The requirements of the high school library are supplied in part by the other institution and thus make less drain on the high school funds. Where the two are present and work in harmony, the public library should have emphasis put upon the general literature, fiction, poetry, essays, history, etc., and the high school library upon first class reference books, and more technical books that apply directly to school work, the students getting their general reading matter from the public

library. As a rule public libraries are not under the control of the school authorities, but both it and the high school are educational institutions, and managers of the two ought to work together as though controlled by one authority.

Where there is no public library the high school library must to a certain degree fill both functions and supply some of the general literature, for the children must have it. It is useless to stimulate children to read and furnish them nothing to read.

The high school library ought to cultivate such a taste for good books that it will bring them into the homes of the community. In the Library Journal of the American Association for April 1902 (P. 201) is an extract from an address by W. P. Kimball before the California Club in which he says of rural California, "Look into the homes of all but the prosperous. Rarely will books be found or even newspapers in thousands of homes; there is blank, gaunt poverty of all mental resources. There are no book stores, no reading rooms, no libraries—nothing whatever in the large majority of California towns to which the boy and girl who have early become breadwinners can resort for healthful instruction and stimulus. But there are ample supplies of flash newspapers, weak novellettes and salacious stories; the evil place and evil associates are in frequent evidence; all these have the common aim of corrupting and destroying our young manhood and our young womanhood."

"Today there are 28 counties in California with a school population of over 64,000, and a total population of over 300,000 which do not possess one free public library, so far as is known, and 18 other counties which own but one free library in each county."

So says Mr. Kimball. According to the report of the State Librarian the number of counties now without free public libraries is reduced to 25, and those having but one library to 15. Also a few of these counties now have traveling libraries from the state library, and occasionally a library which is classed as miscellaneous; yet there are 13 counties which are credited with no kind of library for public use. This is nearly one-fourth of the whole number of counties in the state. Of these 13, 9 are north of or on a line directly east from San Francisco.

From this it may be seen how great a work the school library, elementary and high, has to perform in Northern California. For the present it, and it alone, must take care of the book needs of the boys and girls of our public schools and of the general public also. Under existing conditions it is unfair to expect them to provide for all those needs, but they certainly can be expected to be the active force to start the cultivation of a love of reading and a desire for good books. The homes and municipalities gradually must be brought to assist. This much is the bounden duty of the school libraries. The elementary

school can not and ought not try to provide for more than those persons of elementary grade. It can not provide books suitable to pupils of high school grade and for the general public. This must be done by the high school library or not at all in the counties above mentioned. But besides cultivating a desire for books the school library should go as far as possible to meet the needs of the community for books until some other means of getting them can be developed.

Thoreau once said "I do not make any broad distinction between the illiterateness of my townsman who cannot read at all and the illiterateness of him who has learned only to read what is for children and feeble intellects (Rev. of Rev., Sep., '03, 338.) That is, to have earned the mere mechanics or reading if it go no farther, is for the adult little better than not learning to read at all. President Eliot of Harvard says, "The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading" (Rev. of Rev., Sep., '03, 338). It must do this and more. It must also supply the books.

This brings up the question of letting the general public use the high school library, for it is that library of which I am now speaking, and it is in that library that books of interest to the general public are most likely to be found. Even if there is not a public library at hand it should never be forgotten that the high school library is for the benefit of the high school. Its usefulness should not be destroyed by too great an attempt to make it take the pace of a public library. The different functions of high school and public library should be kept clearly in mind. Yet the high school library should try to do all the good to the community it can and still preserve its original purpose. That is, let the public use the high school library just so far as such use will not too much interfere with the usefulness of the library to the high school. Where both high school and public libraries exist this difficulty is easily solved; but not so where there is no public library. Yet, in either case in buying books for the high school library, let the principle be, buy such as will benefit the high school and do not buy those which are not of use to the school unless of very great service to the outside community. Accommodate the general public so far as possible and still maintain the fundamental purposes of a high school library; further than that no high school ought to go, and further than that no community ought to ask it to go.

Now a word about the contact of the students with the library. Do not have the books locked in cases. Put them on open shelves where the students can go to them freely. Not only let them, but urge them to take down the books and handle them at will. Urge them to go to the shelves and select one from several on a given subject. Such opportunities ought to be a part of their education. Once upon a time at the

normal school the books were kept in cases with locked doors. Even members of the faculty could not get at a book until the librarian unlocked the case. Happily the doors to those cases have disappeared and the shelves are now open to teachers, students and visitors alike; and the permanent losses of books are little if any greater than under the old system. The greater educational facilities offered to the students by such free access would justify the system even if the losses were much greater than they are. An important educational work is done if the pupil does no more than take down a book, look into it and see what it is about. Let the student get the habit of handling books and seeing on what subjects books are written. To the boy or girl whose home surroundings bring no contact with books, such an opportunity is invaluable.

To every high school the question of support of the library is of vital importance. Of the 28 answers received from high school principals only 10 said a regular yearly allowance, ranging from \$25 to \$300 was made for the support of high school libraries. These few spoke of it as an allowance made annually by the board and was of course not permanent and mandatory. Why not establish a permanent fund for the high school library? Let a certain per cent of the total expenditure of money, of the district appropriation for support of the high school be made a minimum amount to be expended for library and have this mandatory on the authorities of every school. This would leave no choice to the trustees about spending the minimum amount, and would leave them perfectly free to spend more if in their judgment it is desirable. This would meet the situation in schools where the trustees have no appreciation of the needs of a library, and still put no limit on other schools with larger needs and larger appreciation. The high schools should agitate for a law to this end, and this association ought to act at this session.

Another suggestion is from the system adopted by North Carolina in 1901, and which has worked very successfully there in the elementary schools. It is, in brief, that the district and the state each promise to duplicate any gift of money for library purposes. That is, if \$10 is given to the district library by any individual or individuals, the district adds \$10 and the state \$10 making \$30 in all. There seems no reason why this might not be applied in part at least by the high school districts without the aid of the state. If however, you ever call for contributions do not ask for books, but for money. Books given are apt to be of little practical value to the school. The money you can spend for useful books.

If a fund is provided for, who should have control of spending it? The answer is those persons who are most competent to decide what will be of greatest use to the school. In all but the larger high schools these are the

principal plus the teacher of the subject for which the books are to be used. In the very large high schools a library committee representing all lines of work may be better. But suppose, as sometimes happens, that the board or some member of it knows or thinks he knows more about this matter than those I have named? To this I would say if the board does know more than the principal and teachers, they ought to turn off the principal and teachers and get good ones. I have known cases where persons tried to induce those in control of the library to buy practically all the books they wanted to read, and those books were sometimes purchased without reference to their usefulness to the school. This should never occur.

Now to sum up some of the points I have tried to make thus far. The library whether public or school is to supplement the school; the library should develop a taste for good literature and a delight in reading; to do this let the high school and public libraries co-operate where possible, and where that is not possible the high school library must first take care to keep in mind its original purpose, but in addition do all it can to supply the needs of the community; the scarcity of library facilities in Northern California adds to the burdens of the high school libraries, but increases the need for them; give every opportunity for the student to handle the books as a part of his education; let us agitate for a law making a minimum appropriation for the support of high school libraries.

Now on the question of what books to buy I wish not to answer it but to make a few suggestions that may if acted upon assist in the solution of the matter. I shall not attempt to give a definite purchase list. I did not know until I saw the printed program that I was expected to do so. Even had I been competent to do so the time then at my disposal was too short to make a useful list. Moreover it would be very difficult to put such a list before the section in such a way as to be of much practical value. Therefore, instead, I suggest

I. That a committee of 3 to 5 be appointed by this association to make out a small temporary list for immediate use of those schools which need immediate guidance and this list be published in the proceedings of the association. Let teachers of different subjects and different kinds of schools be represented on this committee.

II. Let this association appoint a committee of 3, to urge the high school section of the State Association, or the State Association itself, to undertake for the whole state the preparation and publication of a large and comprehensive list of books suited to high school libraries; let this report give author, title, publisher, price, and a very brief statement of the contents of the book and its value as an authority.

On this committee should be representatives of almost all the educational interests of the

state, the State Board of Education, Universities, Normals, high schools, and grammar schools, and teachers of as many subjects taught in the public schools as is consistent with the proper size for a committee. The committee should have power to appoint sub-committees to represent the separate subjects. If undertaken it should be a real piece of educational work. Some such work was done for the high schools of Wisconsin by the Superintendent of Public Instruction. I believe no more helpful work for high school libraries can be undertaken and if this meets the approval of the high school section, I hope action will be taken at this meeting.

JANE AUSTEN AND HER NOVELS AND TYPES OF CHARACTER.

PROFESSOR H. W. ROLFE,

Stanford University.

(Taken from syllabus of lecture).

Jane Austen was born in the year 1775, at Steventon, a little village in the south of England. Her father was the rector of the parish. He was a scholarly man. The mother too was well educated, and was also gifted with a lively imagination and a remarkable power of expression. So it is not strange that their children, of whom there were seven, were all of decided ability, and several of them distinctly talented.

The ablest of them all was Jane. This does not mean, however, that she was at all precocious. Her childhood and early youth were very much like those of other English girls brought up in homes of similar refinement and simplicity. She learned to care for books, but was equally interested in her everyday duties and pleasures. Society she enjoyed keenly. She was very fond of conversation and dancing.

Her knowledge of the world was necessarily limited. She had but the slightest acquaintance with London or any other great city; she knew nothing of political life; even the mercantile and industrial classes of the large towns were entirely unknown to her. She had been able to observe country life alone, the life of landowners large and small, and of agricultural laborers. Still, in spite of these limitations, she began at the early age of twenty to write novels.

Success, under such conditions, would seem to be impossible. But she possessed genius. She knew how to look beneath the surface of the quiet restricted life that surrounded her, and detect the underlying motives and passions, which are always and everywhere the same. Her limitations, therefore, are felt only in the outward form of her stories. In describing accidentals, such as the position of her personages, and their interests and occupations, she was obliged to confine herself to the types that she had observed in the simple society about her. But in the essen-

tials, in delineating character, she was as truly representative of the whole of human existence as Shakespeare is.

The first of her novels was "Pride and Prejudice." It was completed before she was twenty-two. It was followed at once by "Sense and Sensibility," and that by "Northanger Abbey." Then the strong creative impulse was found to have exhausted itself. Nothing further was produced for some twelve years; nor in the meantime was any determined effort made to find a publisher for these three early works. It is evident, therefore, that she wrote not from the hope of money, or fame, or any other form of reward, but simply because she was under an inward necessity. Like all other great artists she was constrained at times to produce, no matter how favorable or even discouraging the circumstances might be.

That the cessation of literary activity was so long continued was probably owing to a change in outward circumstances. When Jane was twenty-five (in 1801) her father resigned his charge and moved to Bath, an inland watering-place, where there were many social opportunities, which the daughters could not resist. The four years there were followed by four at Southampton, where the distractions of her life were much the same. Then they returned to the country and to simpler living. Here the desire to write soon revived. It led first to a revision of "Sense and Sensibility," and its sale to a London publisher for 150 pounds. Then "Pride and Prejudice" was prepared for publication. Both of these books were fairly successful, but not brilliantly so. Still their poor reception did not affect their author in the least. She continued her labors, producing "Mansfield Park" and "Emma" and "Persuasion." The last of these was finished during the last year of her life, when her strength had begun to fail. It was published, as was "Northanger Abbey" also, after her death. This occurred in 1817, in her forty-second year.

During the half-century and more that has elapsed since she wrote Miss Austen's fame has been growing steadily. She has won the enthusiastic commendation of such critics as Scott and Macaulay and Tennyson. It is not too much to say that she is one of the three or four greatest novelists that England has produced.

Subjects for Essays and Class.

(Read again the suggestions printed under this heading after the analysis of the Lamb lecture.)

*1. What are the tests by which we may determine the excellence of a novelist's delineation of character?

2. How does Miss Austen's humor differ from Lamb's? What traces do you find in her books of "delicious, quiet mirth, so quiet as to be inaudible to gross ears"? (See the Illustrative Criticism following, fourth paragraph.)

3. Is she a realist? If so, how does her

realism differ from that of Mr. Howells?

**4. "Her characters do not grow in her mind as she writes, but step fully realized from her mind into the book." "And almost all this is done by touches so delicate that they elude analysis, and that we know them to exist only by the general effect to which they have contributed." From the point of view suggested by these remarks trace the process by which the reader becomes acquainted with Elizabeth Bennet in "Pride and Prejudice," supporting every statement by brief quotation from the book. How can it be shown that Elizabeth "steps fully realized" into the story? Give illustrations of the "delicate touches."

5. Read the extract from Macaulay on page 14 and then state whether Mr. Bennet, Mrs. Bennet, Mr. Collins and Mr. Darcy, in "Pride and Prejudice," justify, in all respects, this praise of Miss Austen.

Additional Subjects for Class Discussion.

1. Do you find, in the delineation of any of Miss Austen's characters, a tendency toward caricature? (Consider carefully the exact meaning of caricature.)

2. Why, in your opinion, have not her novels been dramatized?

3. Do you accept the following statement? "Educationally speaking she is invaluable in helping us to realize that there is much to be seen in our own surroundings."

Reading.

First of all read "Pride and Prejudice," and then review it carefully with reference to the various questions asked above. When preparation has thus been made for the class discussion, turn to "Mansfield Park" or "Persuasion," and then to the other stories, as time permits. Even "Northanger Abbey," the least successful of them all, should not be neglected. There are two complete editions of these novels, one the Macmillan, the other published by Roberts Brothers, in larger type and at a somewhat higher price. The latter contains also a selection from Miss Austen's letters. These are not to be compared for a moment to Lamb's correspondence, and yet they have a certain interest for all who care deeply for the novels. The best biography is the "Memoir of Jane Austen" written by her nephew, J. E. Austen Leigh.

Illustrative Criticism.

March 14, 1826.—Read again, for the third time at least, Miss Austen's finely written novel of "Pride and Prejudice." That young lady had talent describing the involvements and feelings and characters of ordinary life which is to me the most wonderful I ever met with. The Big Bow-Wow strain I can do myself like any now going; but the exquisite touch which renders ordinary commonplace things and characters interesting from the truth of the description and the sentiment is denied to me. What a pity such a gifted creature died so early!—From Scott's Diary.

Say you saw it in Sierra Educational News.

Ah, madam, what a relief it is to come back to your witty volumes, and forget the follies of today in those of Mr. Collins and of Mrs. Bennet! How fine, nay, how noble, is your art in its delicate reserve, never insisting, never forcing the note, never pushing the sketch into the caricature! You worked, without thinking of it, in the spirit of Greece, on a labor happily limited and exquisitely organized.—From Lang's "Letters to Dead Authors."

Her novels certainly were not written to support any theory or inculcate any particular moral, except, indeed, the great moral which is to be equally gathered from an observation of the course of actual life; namely, the superiority of high over low principles, and of greatness over littleness of mind.—From Leigh's "Memoir of Jane Austen."

The perfection of Miss Austen's workmanship has been seized upon by unfavorable critics and used as a weapon of offense. She is perfect, they allege, only as some are virtuous, because she has no temptation; she lives in an abject world, dead to poetry, visited by no breath of romance, and is placidly contented with her ant-hill, which she describes with great accuracy and insight. It would be unjust to this type of criticism to interpret it merely as a complaint that one who was of unsurpassed power in comedy and satire did not forego her gifts and take up with romance and tragedy. If it has a meaning worth considering, it means that even the comedy of life has in it shades of pathos and passion to which she is constitutionally blind, and this is to mistake her art. The world of pathos and passion is present in her work by implication; her delicious quiet mirth, so quiet as to be inaudible to gross ears, is stirred by the incongruity between the realities of the ties as they are conceived by her puppets.

* * * The folly of some of her characters implies the existence of wisdom; the selfishness and pettiness of others involve the ideas of disinterestedness and magnanimity; just as a picture painted in cold tints would lose its meaning if there were no green and red in the scheme of the universe.

To quote her except by pages at a time would be to do her an injustice. Here are no white-heats of exalted imagination or momentary illumination of the abysses of human life, but a steady stream of daylight on familiar objects, a perfect proportion, and a clearness that seems to the inexpert to be due to emptiness. The absolute transparency of her style, the medium in which her creations live and move, is illusive in its nature; her readers can pass from the commonplaces of life to the actions and speeches of her fictitious characters with so little sense of shock, so faint a realization that they are passing from life to a convention, that it is not to be wondered at if her craft has been ignored or denied. Art was never applied to average material with so little ostentation and so wonderful an effect. Her characters

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do not grow in her mind as she writes, but step fully realized from her mind into the book. In the opening pages of each of her novels there occur traits of characters which can be truly appreciated only on a second reading.

Satire is the element in which she lives. It would be difficult to name an English author, except perhaps Swift, whose works are more intimately pervaded with the spirit of satire. Their methods and scope are, of course, utterly different; there is not a trace of the savage indignation of Swift to be found in all her writing. And yet her power, wielded by a less gentle and submissive temper, would have furnished a very efficient light-armed auxiliary to the war engaged in by Gulliver. * * * It is amusement, not victory, that she seeks, and her feats are like that feat of Saladin in "The Talisman," who, although he could not cleave an iron mace asunder with a broadsword, could cut a veil of gossamer as it floated in the air.—From Raleigh's "The English Novel, from the Earliest Times to the Appearance of Waverley."

Highest among those who have exhibited human nature by means of dialogue stands Shakespeare. His variety is like the variety of nature, endless diversity, scarcely any monstrosity. The characters of which he has given us an impression as vivid as that which we receive from the characters of our own associates are to be reckoned by scores. Yet in all these scores hardly one character is to be found which deviates widely from the common standard, and which we should call very eccentric if we met it in real life.

The silly notion that every man has one ruling passion, and that this clue, once known, unravels all the mysteries of his conduct, finds no countenance in the plays of Shakespeare. There man appears as he is, made up of a crowd of passions, which contend for the mastery over him, and govern him in turn. * * * It is the constant manner of Shakespeare to represent the human mind as lying, not under the absolute dominion of one domestic propensity, but under a

mixed government, in which a hundred powers balance each other. Admirable as he was in all parts of his art, we most admire him for this, that, while he has left us a greater number of striking portraits than all other dramatists put together, he has scarcely left us a single caricature.

Shakespeare has had neither equal nor second. But among the writers who, in the point that we have noticed, have approached nearest to the manner of the great master, we have no hesitation in placing Jane Austen, a woman of whom England is justly proud. She has given us a multitude of characters, all in a certain sense commonplace, all such as we meet every day. Yet they are all as perfectly discriminated from each other as if they were the most eccentric of human beings. There are, for example, four clergymen, none of whom we should be surprised to find in any parsonage in the kingdom, Mr. Edward Ferrars, Mr. Henry Tilney, Mr. Edmund Bertram, and Mr. Elton. They are all specimens of the upper part of the middle class. They have all been liberally educated. They all lie under the restraints of the same sacred profession. They are all young. They are all in love. Not one of them has any hobby-horse, to use the phrase of Sterne. Not one has a ruling passion, such as we read of in Pope. Who would not expect them to be insipid likenesses of each other? No such thing. Harpagon is not more unlike to Jourdain, Joseph Surface is not more unlike to Sir Lucius O'Trigger, than everyone of Miss Austen's young divines to all his reverend brethren. And almost all this is done by touches so delicate that they elude analysis, that they defy the powers of description, and that we know them to exist only by the general effect to which they have contributed.—From Macaulay's essay on "Madame D'Arblay."

(Owing to the fact that it has been impossible to secure satisfactory notes for the illustrated lectures as well as some of the others, they have been reluctantly omitted.)

Tenth Annual Session of the Teachers' Association of Northern California and Institute of Butte, Glenn and Tehama Counties--Red Bluff, California, November 1st, 2d, 3d, 1905.

Officers.

President, J. D. Sweeney, Stirling City; Vice President, A. B. Anderson, Colusa; Recording Secretary, Ellen A. Lynch, Red Bluff; Corresponding Secretary, Glenn L. Allen, Red Bluff; Treasurer, T. J. Crane, Winters.

Executive Committee.

J. D. Sweeney, Glenn L. Allen, T. J. Crane, Geo. C. Thompson, C. C. Van Liew, U. G. Durfee, L. M. Reager.

Officers of Sections.

High Schools—W. M. Mackay, Chico, Chairman; Gertrude T. Berg, Secretary.

City Schools—F. T. Sweeney, Redding, Chairman; Lulu White, Secretary.

Rural Schools—Lillie L. Laugenour, Colusa, Chairman; Miss Emma Dawley, Secretary.

Administration and Supervision, F. S. Reager, Willows, Chairman; F. W. Talett, Secretary.

8:00 p. m., Tuesday—Reception by citizens of Red Bluff in Pavilion.

WEDNESDAY, NOVEMBER 1st.

9 a. m.—Organization of local Institutes.

Butte County, R. H. Dunn, Supt., Pavilion Opera; Glenn County, F. S. Reager, Supt., Darrough's Hall; Tehama County, Ellen A. Lynch, Supt., Pavilion.

10 a. m.—General Session.

Music
Invocation Rev. J. H. Sharp

Words of Welcome—

For City of Red Bluff..... Mayor Bransford
For Teachers of Tehama County and
County Board of Education..... J. M. Osborn
Reply Supt., F. S. Reager
Annual Address, "Parents and the Schools."
Opening Address, "Education for Citi-
zenship".... Dr. F. B. Dresslar, Berkeley

1:30 p. m.—General Session.

Music
Appoiment of Committees.....
Address, "The Progress We Have Made,"
..... Prof. E. P. Cubberley, Stanford
Chalk Talk.. Prof. D. R. Augsburg, Oakland

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Address, "The Geographical Story of Northern California," Dr. H. W. Fairbanks, Berkeley (7:45 p. m.—Evening Session.)

Music
Address..... Governor Geo. C. Pardee
Address.. Pres. David Starr Jordan, Stanford

THURSDAY, NOVEMBER 2d.

9 a. m.—Rural School Section.

"The Relation of Country Schools to Country Life"..... Dr. F. B. Dresslar

"The Daily Program in Rural Schools," Dr. C. C. Van Liew, Chico Normal

"Drawing in the Country Schools," Prof. D. R. Augsburg (City School Section.)

"Nature Study in Its Relation to Geography"..... Dr. H. W. Fairbanks

"The Supervisory Work of the Principal" Prof. E. P. Cubberley

"Arithmetic in the Grades" Prin. Robt. Simons, Marysville

"High School Activities With Particular Reference to Societies and to the School Paper"..... Prin. W. W. Fogg, Oroville

"High School Activities in General and Athletics in Particular"..... Prin. A. B. Anderson, Colusa

Discussion—

From the Standpoint of the University, Prof. E. P. Cubberley, Dr. E. C. Moore

From the Normal Point of View..... Dr. C. C. Van Liew

From the High School Principal's Stand- point. Principals Allen, Lindsey, O'Han- ion, Graves, Wood, Reager, Macomber, and others.

From the Teachers' Point of View..(It is hoped that every memoer of every High School faculty will take part in this as well as in all other discussions that arise.)

From the Standpoint of the Grammar School Principals..... Principals Camper, Grace, Davis, Sweeney, Moore and others. Appointment of Committees:

High School Section.

1. On High School Athletic League Constitu-
tion.

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2. On High School Course of Study for Northern California.
 3. On Resolutions.

Administration and Supervision.

School Supervision: Duties of County Superintendents.....

..... Supt. R. H. Dunn, Butte County

Supervision in Smaller Towns.....

..... R. M. Sisk, Maxwell

Supervision of Rural Schools.....

..... J. N. Tibesart, Germantown

Salaries of Teachers....J. W. Grace, Oroville

Tenure of Teachers—C. W. Leininger, Chico

General Discussion, led by Dr. F. B. Dresslar

(1:30 p. m.—General Session.)

Music

Election of Officers

Selection of next place of meeting

The First Axiom of Education.....

..... Dr. E. C. Moore

Address, "The German Elementary

Teacher—His Training and Method".....

..... Dr. E. P. Cubberley

Address, "Hygienic Necessities for School

Houses and School Appliances,".....

..... Dr. F. B. Dresslar

7:45 p. m.—Evening Session.

Music

Address....State Superintendent T. J. Kirk

Address

Pres. Benjamin I. Wheeler, University

of California.

FRIDAY, NOVEMBER 3d.

9 a. m.—Rural School Section.

"What Is Nature Study?".....

..... Dr. H. W. Fairbanks

"A Lesson in Nature Study".....

..... Dr. H. W. Fairbanks

City School Section.

"Literature in the Grammar Grades....

..... Prin. L. E. Armstrong, Nevada City

"The Principal and His School".....

..... Dr. C. C. Van Lieu

Discussion opened by Principals Camper and Grace.

"County Supervision"....Dr. F. B. Dresslar

Discussion opened by Principals Stout and Matlock.

High School Section.

Reports of Committees.....

General Discussion

Preparing Report for Publication

Administration and Supervision.

Classification and Promotion.

By Board of Education.....

..... S. M. Chaney, Germantown

By County Superintendent.....

..... Supt. Ellen A. Lynch, Tehama County

By PrincipalJ. E. Wylie, Orland

By teacherJ. M. Osborn, Red Bluff

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AddressDr. R. D. Hunt, San Jose
 1:30 p. m.—General Session.

Music

History of California.....

Introductory Remarks.....

..... Prof. E. I. Miller, Chico Normal

Relation of History to Geography in the
 Settlement of California.....

..... Dr. H. W. Fairbanks

The Mission Period.....

..... Prof. H. Morse Stephens, Berkeley

The Donner Party....Prin. L. E. Armstrong

The Building of the Empire State of the

PacificDr. R. D. Hunt

Reports of Committees

Unfinished Business

7:45 p. m.—Evening Session.

Music

Remarks

..... Harr Wagner, Editor "Western Journal"

Address Prof. H. Morse Stephens

VALE.

PRESIDENT'S ADDRESS.

PARENTS AND THE SCHOOLS.

I do not expect nor hope, in presenting these stray and rambling thots, to offer any thing new, but rather trust that by the frequent consideration of certain questions that these relations shall be kept in mind and that certain conditions which now exist shall at last cease and that others shall take their places.

It has been often asserted that "As is the teacher, so is the school." This I venture to say is only a partial truth. I do not agree that the only factor is the teacher, and I wish to present another point of view and will state as a text that, "As are the parents, so is the school." In other words, I hold that any school is just as good as the people in that community demand. If not why is it not better? Do you know of a school with broken windows, fences down, roof blown away, children unclean, attendance irregular, equipment inadequate? Then I will show you a community of parents who have no interest in that school. Is there a constant change of teachers? Are teachers dismissed without cause? Then that district has lost vital interest in the school.

Let me assert and emphasize that the schools belong to the parents or the district and whenever they disparage the work of the school they confess their own inability to properly conduct the school. For they, and they alone, can remedy the state of affairs.

I take it for granted, while admitting that there are many poor teachers, that the ideals of most teachers are fairly high; but it must be admitted, I think, that it is only an exceptional few parents who recognize these ideals, or in fact have any ideals at all set before the children unless it be that of accumulating riches.

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Parents must awaken to the fact that the matter of education is largely in their own hands. Religion, morals, social customs, correct habits and right living must be the products of the home. Does the home neglect these, the school cannot in the few hours at its disposal hope to counteract the influence of such a home, or more probably of the street. Too long have the school and home been strangers, if not antagonistic. Too frequently do parents fear to consult the teacher as to the conduct and welfare of their children. More frequently do they discuss a problem with the entire neighborhood when it should be a personal matter with the teacher. I am sorry to say that teachers are often at fault here and do all they can to repel the advances of the parentage, even to discourage frequent visits by fathers and mothers.

How often do we hear parents who say that their child does not have to mind the rules of school, that if another boy shows fight he must fight back rules or no rules. Wonder if such parents ever realize what such a course will lead to? It is a common saying with some parents that, "We pay taxes to support the school and we expect them to educate our children." Such forget that the teacher cannot deal with the cases before her as does the physician. She cannot examine the mind to see its working or its capacity for learning. Even a father and mother are often at a loss to understand one small mind even when that mind partakes of the natures their own. Why expect a teacher, a stranger, to understand the minds of forty or more such immortal souls?

Education must be the work of all hours of all days. The home and the school should co-operate just as should the father and the mother in the home. Without the home, education is like home training with one parent left out. There is no substitute for home training—no teacher can ever take the place of the mother and the father. The true home is the foundation of true education.

Is it any wonder then when parents neglect their part of this great work and the school undertakes to supply the lack that there arises a complaint of the burdens of the school? Parents alone are to blame for the one-sidedness of the schools of today, as the school is perforce trying to do a work for which it is not suited.

Here a word to the teacher. As you respect your own position you must respect that of the parent. While it is extremely ill-advised for a parent to speak derogatorily of a teacher and especially in the presence of the child, it is a professional mistake for a teacher to show ill will and disrespect for a parent at all times. And while a parent should not overlook the fact that the teacher's life is full of trials and disappointments, the teacher must remember that the home troubles of parents are often burdensome. The teacher must endeavor in all fair

ways to maintain good terms with the parent.

Parents owe it to the schools to pay frequent visits to learn the conditions which exist. Children are apt to look upon school as a place of confinement, a place that it is good to keep away from. They want to feel that the grown-up world has an interest in their welfare. That they are a part of that outer world. Be patient with the teacher, co-operate with her even if she does not do as you would. No two work exactly alike. Think of the trials your one, two, or more are to you and then have some sympathy with the hard-working, patient teacher who has forty or sixty. The teacher who feels that her efforts are appreciated will work more cheerfully. If you have occasion to say a good word for the work do so, too often all that is reported to the boards of trustees are the complaints and they conceive the idea that the teacher's work is not satisfactory.

It is a duty of parents to see that class rooms are not overcrowded. Any teacher who has such a number as sixty or more cannot do justice to her class or to herself, and parents who demand good results in such a case are unreasonable. The teacher cannot give the individual attention she should, and as a result the children acquire wrong methods of study, memorize with no conception of meaning, get a smattering of much knowledge without knowing anything well.

Parents must see to it that the physical, mental and social conditions of the child are preserved. This is not the office of the teacher. No child should be sent to school who has not been properly cared for in these essentials.

Again, parents should respect the conclusions of the teacher as to the ability of the child to accumulate knowledge. Just here many parents are grossly unjust. Does the doctor say that Johnnie should not over-work—do you oppose his dictum? But if the teacher says that Mary is not mentally strong enough to advance a grade, what do you do? Do you coincide as a reasonable parent should, or do you at once begin plans to remove that conscientious teacher and have one elected who will promote the child? Right here let me say to the teachers that professional ethics demand of us that we pay more respect to the promotions made by those who have preceded us in office. A wholesale promotion of those who have been left in lower grades is bound to lead the public to have little respect for our grading. This condition leads to many a boy and girl leaving school for the simple reason that they have reached a place in school life where everything is beyond them. If they do not leave school they are hindrances to the normal work of the class and parents of others who can do the work have a right to demand that this system be stopped. This is an age with a craze for speed and it is being extended to the progress of the unfortunate boys and girls.

If the end of education were only to pass grades and receive high marks, all of this would be meritorious. But I am one of those who consider that the object of education is to fit and to train the child that he may live up to his highest possibilities, and this being true it is not the grade that counts but the knowledge and training acquired.

So extended has this custom become that I am sorry to say that there are teachers, who, rather than face this unthinking demand of the parents and risk their position, promote all regardless of ability. Thus they are by parental influence, becoming weaklings when they should stand for things true, strong and noble; weaklings who dare not do what they know is right and who fear to assert an honest opinion. Insist that parents have no right to produce such a condition. This is a strenuous age and to produce strenuous Americans we must be allowed to be men and women who have firm convictions, and who dare to stand by the right. Parents should ask for nothing else.

Another duty parents owe teachers is not to believe too fully all that children relate regarding what happens at school. While I am not ready to agree with those who claim that all children at a certain age are liars, I must say that they are highly imaginative and see with an enlarged vision, and if they find that the father or the mother is credulous they are apt to add local color to their tales. Events trivial to adults are of great moment to the young. Just recall your own childhood and see that what now is very insignificant was then of great proportions. To me at one time, a boy of twelve was a giant. A man thirty was old, and I doubted whether the Mississippi could be much larger than the creek which ran through the farm. The old swimming hole, now nothing but a "hog wallow," was almost an ocean and the boy who could paddle across its twenty feet was a hero. To many school boys, deeds are feats of Samson.

I ask you not to disbelieve your boy. Never. But put yourself in his place and see thru his glasses. For to tell a disagreeable truth, even we who are grown find it hard to recall the details of events as they actually happen, so remember it is psychologically impossible for a child to see things as adults do.

For the welfare of their school parents should do everything to secure the tenure of teachers. I consider the insecurity of the position of teachers as one of the greatest daily done on the grounds that rival the evils of to-day. The teacher has invested years of time in her profession, not to mention money and skill. With the present uncertain condition of tenure the teacher does not do her best work. She hesitates to put all her energy into a work which at the best will be hers for but a few years, if not months. This is paralyzing to the cause of education which has a right to have the best there is in the teacher. Failure to be re-elected leads to suspicion that the teacher

is not competent. It is a hard obstacle to overcome when one is dismissed without cause being given. The result is that our best men and women are leaving the ranks as fast as they can secure other work. Many who started with the noble idea of devoting a life to the service are driven out by the wholesale changing that takes place from year to year. What we lose other professions gain. This prevents desirable men from considering the profession at all and we are being confronted by a scarcity of teachers, especially men.

The attitude of the public in this has made of us a sort of race of educated "tramps." Here this year, yonder last, where next? I do not wish to be misunderstood as being opposed to changing, but to the present custom of changing each and every year. Of changing to give a friend a place, of changing to get "new blood" into a school when there is no objection to the old. Many trustees justify their actions by saying they hope some day to secure a teacher who will give universal satisfaction. As well try to grasp the moon. I have in mind schools where a new teacher is employed each half year. In fact for many years I was unfortunate enough to attend such a school where I had eight or ten teachers in four years. So little did these impress me that I now even do not recall the names of half. It was not until I had the fortune to attend a school for over two whole years under one teacher that I awoke to the fact that there were things worth while in the realm of learning. A teacher of medium worth can do more for your school in ten years than can twenty of the best in the same time. Rest assured that you can never obtain any teacher who will please all of the parents. Any interference with the school system lowers its ends which are to train towards higher and nobler manhood and better citizenship. Our schools are strictly American and belong to the whole people. There is no other institution which is doing or which can do the work that the schools are doing in assimilating the thousands of young foreigners who come to us yearly. Parents may select their own lawyers, dentists, or physicians but their teacher is selected for them. Should we not then hesitate to seek any position unless we feel sure we are capable of giving full measure for this great responsibility which is ours? Should not true manhood and womanhood be required as the first test of our fitness?

As wage earners, we are unfortunate in being paid by a class for whom we do not work and who, as a consequence, fail to appreciate our services. Again, the scale of wages was fixed long ago when the preparation demanded was not great and when competition was keener and all other wages were low. This rate has been practically the same for years. What with labor unions and trusts the cost of living has risen about 30 per cent in a few years, and wages, too, have gone up accordingly—all but the

teacher's. To-day a young man can make far more money at a score of other vocations with less outlay of time and money than he can in teaching.

Wishing to ascertain what successful men in other walks of life that of us, I asked a number of prominent merchants, bankers, attorneys, farmers, editors, and others of the four largest cities of this section what they would consider a conservative amount for a man of family who served as principal of their schools to spend on some dozen items. Over twenty replies were sent me with the following results.

	Min.	Max.	Aver.
Rent	\$144	\$300	\$216
Life Insurance	25	150	81
Taxes & Fire Insurance	7	75	26
One said a teacher should have no property to tax.			
Water and Light	25	75	46
First did not expect him to burn midnight oil.			
Fuel	30	75	46
Church and Charity	10	100	30
Lodge	6	25	15
Educational Societies	5	25	16
Wife not supposed to join lodges.			
Attendance at Educational Meetings	25	100	47
Second intends that principals shall have a good time.			
Journals and Books	12	105	51
One says, "Patronize the public library and save your money."			
Groceries, Etc.	216	520	357
Clothing	65	300	180
Not many new hats for madame out of first sum.			
Physician and Drugs	20	100	46
Summer School, Outings, and Other Incidentals	75	450	196
"Work your way," writes one.			
 Totals	\$850	\$1845	\$1353

I leave it with you to figure out how many gilt edged bonds these men can purchase with their surplus.

The public, fellow teachers, exacts of us that we spend years of time in preparation, involving an outlay of money that would start us in a paying business. This preparation is such as would bring credit and honor in any other line of life. Had we invested the cost of our equipment in endowment insurance we would be independent in old age. We are expected to give to the rising generation our best years, the best of our hearts and brains. We must walk uprightly, but make no money. Neither must we hope to ever have a home. When old age creeps upon us, what are we to do? We are unfitted for any other work and when the doors of the school close upon us we shall be thrown upon the cold world with no provision for our loved ones.

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And, parents, what do you offer us for all of this sacrifice? Unstable employment, a tramp's life, no right as men and citizens to build homes and live as Americans should. No, we must drift about as the Arab on the desert. Then you give us a paltry salary such that your own leaders acknowledge we cannot live upon, barely enough to live from hand to mouth, with no opportunity of providing for old age. You have no right to expect something from us and give nothing in return. Cheapen our service and we will return you with cheap service. The cheapest thing you pay for to-day is education. It is so cheap that you find it hard to secure men to do the work. It is cheaper in America than in Germany where the teacher occupies a much higher place than you give us. It is cheaper than in England, where teaching leads to higher honors, here, it leads to nothing. We have not enough to equip ourselves as we should. We cannot afford books, nor can we go away to summer school. As a class we are more than doing our share towards increasing the wealth of the nation. Is it too much to ask that we be given a fair portion of the profits?

This is not a matter of charity but one of equity and justice. We have a right to demand that when our days of usefulness are over that we have a reasonable living in our last years. Aside from the question of right it is a business matter, and present conditions cannot but prove fatal to the cause of education. How can you expect a young man, full of ambition to enter a profession which gives no more after ten years' service than for one, and which offers no opportunity to protect a family?

If schools are to prosper the public must deal justly with those who are given charge of them. If the school is to teach justice, kindness, equity it must be based upon these same virtues.

Teachers, how grand and trusting is the faith of such as you, who in the certainty of the fate before you are willing to make the sacrifices demanded! Parents, how cold the public, that taking advantage of the faith and confidence of such as these, will take the best of their lives and leave them in want in old age! "For the laborer is worthy of his hire."

EDUCATION FOR CITIZENSHIP.

PROFESSOR F. B. DRESSLAR,
University of California.

(To be printed in a later number of the "News").

PROGRESS WE HAVE MADE.

PROFESSOR E. P. CUBBERLY.
Stanford University.

(To be printed in a later number of the "News").

Say you saw it in Sierra Educational News.

EXTRACTS FROM ADDRESS BY GOVERNOR GEORGE C. PARDEE.

"The work of the State Board of Education is to see that the children of this State are prepared to take up the work of life and to fit them to become good citizens of this Commonwealth, to succeed us in the activities that you and I will soon relinquish. It is to the interest of the State of California that the children should be completely and fully educated. The average State of the Union pays about 16 per cent of the cost of educating the children; in California we are paying about half of this expense, or, in other words, we are doing three times as much as any other State.

"More than one-half of the income of this State goes to the cause of education, or five millions are expended for this purpose out of ten million dollars received. It is no wonder that the taxation of the State is so high. There are 300,000 boys and girls being educated in the public schools, and of this vast number when they start in the primary schools there are one thousand more boys than girls. There are ten thousand more girls than boys in the grammar schools, and in the high schools there are 9000 boys to 12,000 girls. Now, what is the matter with the boys?

"This is a very serious proposition, and our boys require more education to properly fit them for the battle of life, more discipline to enable them to become useful and law-abiding citizens of our great and glorious Commonwealth; they stand in need of more learning, more supervision and more looking after than do girls. Boys require to learn to obey constituted authority and to recognize the demands of law and order more than their sisters. There was a time when every boy might have an opportunity of learning a trade, but these chances are now few and far between.

"There are in this State two large penitentiaries and 2500 convicts are imprisoned in them, mostly young fellows; a large percentage of these misguided youths can read and write, and very few of them have been through the grammar school. It is better for the State to spend more money on our schools and have the boys spend a few more years at their books than to support them in prison.

"There would be fewer young fellows in the penitentiaries if they had more education, although I do not believe that it is a universal panacea for crime. Many a young fellow goes to the bad because he has not learned to obey constituted authority; he has not been disciplined enough, and he has not been subject to somebody who is over him.

"There are 75,000 children in this State who last year attended no school at all; some people say that the children are incorrigible, but it may be a case where the parents are incorrigible. Yet California has better compulsory education laws than many States in the Union. I am not even an amateur in the cause of education, and must leave the settle-

ment of this great question to experts like Dr. Jordan, who have made it their life study.

"There are not enough men teachers in our schools, not that I would have a woman teacher less, but the boy from 12 to 15 years of age feels that he wants to be exempt from apron strings. We should have a larger proportion of men teachers and just as many women teachers. Just think of one woman trying to restrain from 40 to 50 California boys; it is a physical impossibility to do it and to do it well. Our school system is as good as any State in the Union, but there are many ways in which it might be improved.

"The reason why so few men embrace the profession of teaching is probably because we do not pay enough. We cannot get men or women of ability to devote themselves to the profession of teaching as they adopt the professions of law or medicine because the salaries are not enough to warrant them and the state is doing better than ever before." Governor Pardee referred briefly to the new law whereby each county of the state secures an equitable amount per teacher and his remarks on this recent legislation in which the speaker took a prominent part were cheered to the echo. His address was frequently punctuated with applause and he was loudly applauded when he closed.

ADDRESS.

PRESIDENT DAVID STARR JORDAN,

Leland Stanford Junior University.

President David Starr Jordan of Leland Stanford Junior University gave a timely address on his recent travels in Japan and his discourse was largely that of the scientist who is exploring a new country; he treated of the geographical nature of the archipelago which has monopolized so much attention during recent years and told a great deal that was new and interesting about the natural history of this wonderful country. Dr. Jordan's talk was illustrated by about 150 excellent photographs thrown on the screen after his lecture.

RELATIONS OF COUNTRY SCHOOLS TO COUNTRY LIFE.

PROFESSOR F. B. DRESSLAR,

University of California.

(To be printed in a later number of the "News".)

NATURE STUDY IN ITS RELATION TO GEOGRAPHY.

DR. H. W. FAIRBANKS, Berkeley.

(To be printed in a later number of the "News".)

Say you saw it in Sierra Educational News.

HIGH SCHOOL ACTIVITIES

With Particular Reference to Societies and to the School Paper.

PRINCIPAL WM. W. FOGG, Oroville.

President Wheeler of the U. C., in his address to the teachers at Pacific Grove, October 26th is quoted by the San Francisco Chronicle as having said: "One necessary thing is instruction in manners, and good form in both speech and action. The thing needed in education is the transference of life power, not an accumulation of dead learning."

This is true to even a greater degree in our high schools than in our Grammar schools. Our high schools receive pupils at a critical age, they are merging slowly from the period of youth into young man and womanhood. Their minds are still plastic and readily yield to impressions for good or evil. Therefore it would seem to be a necessary feature of every high school to endeavor to furnish good opportunities for the training of the pupils along social and moral lines as well as to provide intellectual instruction. There should be offered to the students opportunities to develop good taste and manners in their intercourse with their fellow students and to attain good form in speech and action as well as a chance to cover a course of study which may be only remotely adapted to their future needs as men and women.

I invite then your consideration of this subject of High School Activities, as I consider that by the careful selection and direction of such in your school excellent opportunity is offered for this needed training which may otherwise be neglected in the regular routine of class instruction.

The first activity that would naturally occur to a university graduate is the secret society or "Frat" and as many high schools have established secret societies let us consider their claims to a place in high school activities.

One high school principal writes me that "for many years he has found that his male students wanted some kind of distinctive organization where they could meet as men, unrestrained by the presence of women."

Another says that fraternities are no doubt ideally helpful for they may develop an excellent and charming social life, create friendship which may endure for years, train one to subordinate his personal preference to the good of the majority, cultivate a generous and kindly feeling towards ones fellows and train him to appreciate the value of organization and to cultivate a laudable ambition to climb upward in the offices of the society. Its alumni members by their interest may be led to keep a sharp and healthy supervision over the younger members and also to lend an influence toward supporting the faculty and the high school in the community.

On the other hand, statistics seem to show that the average high school frat is not a

good thing for the scholars or the school.

In many cases the following objections hold true:

1. Only certain ones are eligible or are allowed to join their secret societies. A boy who does not chum with a certain influential clique is blackballed on applying for membership. Those having plenty of spending money may join, but the poorer scholar is not wanted or cannot afford to join. There is thus created illfeeling, jealousy and class distinction which is entirely out of place in our public schools.

2. The initiations are frequently ridiculous, and sometimes cruel if not absolutely barbarous as some newspaper accounts would seem to indicate. Such conduct will naturally reflect discredit on the school as well as the fraternity.

3. Secret societies sometimes dominate school politics and have on a small scale, all the objectionable features of the ring and boss rule in city and state government.

4. They may absorb too much attention, causing the members to neglect their lessons for the so-called important business meetings of their frat.

5. But worst of all, they tend to foster clannishness and a caste spirit in our midst which is diametrically opposed to that democratic spirit which is the basis of our public school system. In the department of secondary education at the National Educational Association this year, this topic was considered at length and there was an almost wholesale condemnation of secret societies and fraternities. "Caste should not be permitted," said one speaker, "it will help in making that hateful thing—a young American snob." Said another, "The secret societies have too great a tendency to establish class lines. It is the spirit of the American public school to obliterate class distinctions; to regard every boy as good as every other boy, and to put the son of every American on an equal basis of opportunity."

This is the strongest argument against the high school secret societies and fraternities in California as well as in the Eastern states.

In the abstract then a high school secret society may seem to offer helpful features, but on actual trial it has often proved very objectionable. Therefore if one is established in your high school it should be carefully supervised and any tendency to the objectionable features which I have mentioned, should be weeded out as soon as they appear.

Any student who is not disqualified by reason of poor school work, should be eligible to membership and should not be blackballed, because of snobbish ideas of the so-called aristocratic caste.

They might be conducted somewhat along the lines of adult secret societies, but the faculty should be represented on its executive committee and must exercise a kindly though sharp supervision over its members and their work if good results are to follow.

Debating societies have some of the features of a frat and will therefore be consid-

ered next. There are debating societies in many of our high schools and they are open to much the same objections as Secret Societies unless subject to the supervision of some mature persons. This supervision should prevent the discussion of questions which would create bitter feeling in the school or the community. It should encourage careful preparation and outline of the argument and discourage shipshod and careless work, but the general management may be left to the members themselves.

The debating society offers opportunity to its members to acquire self command when facing an audience, enables them to acquire ease and freedom of oral expression, teaches them the value of clear and convincing argument, trains them to have a considerate and thoughtful respect for the statement of others, and causes them to give gentlemanly courtesy to their opponents as well as to respect the rules and regulations of polite usage in public meetings.

The faculty should aid them by suggestions and criticisms, in preparing for the debate, but should not let the debating society degenerate into a drill squad for the education of embryo orators to compete with other schools. One California teacher told Prof. Thomas that he should resign if he had to continue to devote so much of his time to preparing material, polishing the arguments and coaching the team of their debating club.

We have a small debating society in our school to which all Seniors must belong as a prerequisite for graduation, and to which all other pupils are eligible. The members choose their own officers and committees, but the faculty is represented on the program and executive committees. Credit is given in English for good work done in the preparation and presentation of the debate. I consider that it offers an excellent and needed training and think that under proper supervision it should make our graduates stronger citizens and better members of society.

Other organizations such as musical societies, a Vocal Quartette, Mandolin and Guitar Clubs, an Orchestra or Band, a Literary Society or a Shakespeare Club are all good if not carried to excess, for they offer a legitimate recreation, encourage effort along commendable lines and tend to create a pride and loyalty toward the high school. They appeal, however, to only a limited portion of the student body.

I must not stop to dwell on these, but pass on to the consideration of the school paper. The school paper is a feature of many California high schools. It offers good training along literary and business lines, besides encouraging loyalty in the school and keeping it in touch with the alumni, the community and the other high schools.

The paper should not, however, be issued too often, as it is generally supported by the local merchants and professional men who advertise in it and by a limited subscription and sale list. A too frequent issue requires too much time for preparation of material,

and the securing of adds especially in our small high schools.

I consider bimonthly or quarterly issues to be frequent enough for the average high school. Plenty of good material should accumulate in that time and the business managers will doubtless find the public willing to advertise that often if a lively and attractive school paper is issued which can be given a good circulation.

As to the character of the paper. It should contain a record of school events of interest to the students, alumni and others, such as transactions of the various school societies, progress in athletics at home and in neighboring schools, and interesting items gleaned from various sources, not forgetting the History, Science, Mathematics and English classes of the school where many an interesting topic, fact, or humorous saying may be gleaned.

Good stories, clever narratives and descriptions should be forthcoming; the faculty should encourage effort along this line and the paper may be made a strong adjunct to the English department of the school.

Its editorial page may contain timely articles on school matters and current topics may be commented on. Faculty advice may be needed here.

Its alumni should endeavor to keep the alumni and school in touch with one another.

Its exchange column should have, besides notes on the good or bad feature of their papers, also a reprint of any good items of news which would be of interest or profit to the student body.

Its josh column should contain only clear fun. Many school happenings or sayings are really comical and may well be recorded in your school paper.

Its adds should be designed and arranged in a creditable manner so as to win approval from the business men and the readers.

Of the necessities for a good school paper I should mention:

1st. A good editorial staff with the head of the English department as an advisory member.

2nd. A good business staff with the Principal as advisory member.

3rd. Let the faculty as a whole lend a guiding hand to advise, encourage, even criticise and suppress if necessary, but not to smother originality and legitimate literary effort.

In conclusion I would say that every high school should maintain some organization to encourage social, literary and moral training, aside from the regular school routine. Of the various organizations mentioned I would single out the debating society and the school paper as the best adapted in my mind to fill these needs in Northern California if conducted along the lines which I have indicated. Other activities may be fostered in the larger schools but in our small high schools these two would seem to offer the most promise, as they present attractive opportunities to the

pupils and give good training with but little supervision on the part of the faculty.

COMMITTEE MEETINGS.

Committee of High School Principals met at Tremont Hotel, 1:15 p. m., November 2nd.

Committee of three appointed, Macomber, Van Liew and Anderson, to report to main committee resolutions on High School Athletic League Constitution. Report to be made Friday a. m.

The following questions were discussed and referred to the above committee to embody in their report:

1. Question of amateurism.
2. Real scholarship as a prerequisite to taking part in athletic sports, and relief of Principal from local pressure.
3. Question of age limit.
4. Question of management of Field Meet.
5. Question of expenses of Athletics.

Committee appointed on High School Curriculum of Mackay, Fogg and Hanlon.

Adjourned to meet Friday a. m. at 9 o'clock.

Friday a. m. at Darrough Hall.

Committee resumed session at 9:20 a. m.

The report of the Committee of three on High School Athletics League Constitution was carefully discussed.

On motion of Dr. Van Liew the report was laid on the table until definite action had been taken regarding a permanent organization of high school schoolmasters.

On motion the chair appointed Principals Fogg, Hanlon and Wood as a committee to present a plan of permanent organization to the full committee at their afternoon session.

Committee adjourned till 1 p. m.

At 1 p. m. committee again met. The following report of Committee of three on permanent organization was made and adopted.

Report of Committee on permanent organization is as follows:

That the purpose of this Association shall be to form a closer union of the Secondary schools of Northern California, whereby we may secure more effective co-operation along Educational and Athletic lines.

This Association shall be called the Associated Schoolmasters of Northern California.

Every principal shall be considered as a member of this Association and all male members of the various faculties shall be eligible to membership.

There shall be held an annual meeting at the same time and place as the T. A. N. C. and special meeting may be held at the call of the President.

The annual meeting shall be announced in the regular program as the T. A. N. C.

Officers of this association shall be elected at each annual meeting, to serve for the following year; and shall consist of:

A president, a secretary.

A delegate at large to Athletic meetings shall be appointed by the President.

The Secretary shall keep careful record of the proceedings of each meeting and shall notify each Principal who is absent from the meeting, of the important transactions of that meeting.

It shall be the duty of every Principal of Secondary Schools to communicate the deliberations and acts of this Association to his faculty for their consideration.

After the above had been adopted Mr. W. M. Mackay of Chico was elected President of this Associated Schoolmasters of Northern California and Mr. Wm. W. Fogg of Oroville was elected Secretary.

The report of the Committee of three on High School Athletics and their supervision then presented the following report which was adopted by the Associated Schoolmasters of Northern California.

The Associated Schoolmasters of Northern California hereby resolve that the following substitutions, and additions be made to the Constitution and By-laws of the N. C. H. S. A. L.

1st. That any bona fide student shall be eligible in any and all contests of the League. Such a student must have entered the school within the first three weeks of the term in which the contest which he proposes to enter is held, and must be carrying creditably three units of new work during the period prior to the contest. A unit shall be understood to mean the equivalent in time and effort of a University matriculation credit.

2nd. That an attempt be made to secure railroad transportation at reduced rates for delegates attending league meetings and that each school have but one student representation at the meeting of the Managers of the League.

3rd. That the meetings of the League Managers be attended by two Faculty representatives, a faculty representative at large, and a faculty member from the particular town in which the meeting happens to be held; the faculty member at large to be rotated among the different schools in such a way that both faculty representatives do not come from the same town. Also that the question of regulating field meetings be referred to these faculty representatives.

4th. Resolved that the schedules and conduct of games including entertainments be so arranged as to cause the least possible expense.

5th. Resolved that we recommend to the faculties of all the schools belonging to this League, the cultivation of the best possible spirit toward one another, to the end that the spirit shall find right expression in newspaper notices and in the attitude toward Faculty representatives and visiting teams. Also that team captains do the talking and protesting for their teams and not the individual members.

6th. Resolved that paid coaches in football be debarred.

7th. Resolved that rowdyism, immoral conduct, or drunkenness on the occasion of a contest, shall debar participants or members of

the schools accompanying the team from participating in any athletics at least for a year thereafter.

The present constitution of the N. C. H. S. A. L. was read and amended to correspond to the foregoing resolutions and then given to Principal Allen to rewrite and submit to the Managers of the League.

It was decided to recommend to the Athletic League that Willows be readmitted to full standing and that Marysville, Gridley, Orland and Woodland be admitted if these schools should apply.

Motion made and carried that it is the sentiment of the body that the two Athletic Leagues of this district should consolidate and that we use our influence to that end.

Motion carried that our President notify the Principals of schools in the S. V. I. A. L. of the changes to be made in the constitution of the N. C. H. S. A. L. and urge the adoption of similar features in their constitution.

Moved and carried to adjourn.

WM. W. FOGG, Sec'y.

HIGH SCHOOL ACTIVITIES IN GENERAL AND ATHLETICS IN PARTICULAR

Principal A. B. Anderson, Colusa.

The purpose of this paper is to introduce for discussion the question of the regulation of high school activities, particularly athletics. I say athletics in particular because I feel that the subject of athletics is as yet the most important one with which the secondary schools of Northern California have to deal. I suppose in the course of time and with the growth of population, the high school principals and teachers of Northern California will find an added problem in the regulation of the numerous activities, other than athletics, which now enter into the life of the larger high schools of the State.

In the first place I wish to go on record as being heartily in favor of high school activities, provided that three necessary conditions are fulfilled; first that the grade of scholarship and character of high school work is of a reasonably fair grade; second, that the activities, especially in a small high school, be not so numerous, as to counteract the good effects of each other; and third, that each of the activities be properly regulated.

It seems to me that the chief problem and the greatest difficulty is to prevent any high school activity from being overdone, from being run into the ground. We might as well admit I think at the start that even conceding the great gain to certain individuals from experience in management, to the whole school in fact, in doing things for themselves, in managing their own affairs, that the school work proper is the most important work of the school. The taxpayers of the district have not put up a fine building, equipped laboratories, and hired a corps of teachers, primarily that Johnnie may gain executive and business ability by managing the high school football team or that Susie should have

gained experience in management of big enterprises in getting up a reception for the visiting team.

The primary reason it seems to me in all this effort was that Johnnie and Susie should absorb by hook or crook some little mathematics, science, language, and history. I am a firm believer in the value of well regulated high school activities as a training for doing things. The high school period is not simply a preparation for life; it is life itself. But I believe we must have a nucleus as a center for high school life and I believe that nucleus should be the formal work of the school. If something must be sacrificed let it be the outside activities and not the course of study, and after all I think we will find the two go hand in hand. I think you will find that the schools of the State which are doing a high grade of work are also very successful in the outside activities they undertake.

In the next place there is a hindrance especially in a small high school in too many activities. A few activities well managed is a great deal better than the attempt to spread the effort over a great many lines. The result is too apt to be the overloading of certain individuals, who have the energy and the desire to undertake the doing of things. And while I am dwelling on the subject of high school activities I want to again go on record as being (at least for the present) unalterably opposed to fraternities, especially sororities, in the small high schools. There may be some excuse for them in the city high schools, altho I don't quite see it, but I cannot see any reason for their existence in the small high school, first, because the small community and the small high school must depend on a strong, well developed, unified school spirit for success and because the sorority is undemocratic, apt to develop snobbishness, and apt to cause trouble in a small community and a small high school. Is not only apt to cause it, but has caused it in a number of places in this State. I believe President Wheeler is right when he says the high schools of this State do too much aping of the University.

In the third place each of the activities which the high school undertakes must be properly regulated, and my definition of the extent of regulation would be to allow as much liberty as is consistent with reason. The question of regulation is a question of common sense, pure and simple. I believe that the manner and details of regulation is entirely a local condition. Some of the conditions which would affect regulation would be the class of pupils in the particular school, home training, sentiment of the community. All of these things tend to influence the matter of regulation. Its a question demanding tact, or in other words, plain common sense. There are all the possibilities from the iron clad, hide bound autocratic, "do this," or "do that" down to the india-rubber backbone policy and somewhere between these stations you get off and do your regulating.

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Let us turn now to the activity which I indicated as the most important one with which the High Schools of Northern California have to deal, athletics. I believe it to be the most important because it involves the problem of dealing with pupils not only in the home school and in the home town but on visits to other towns.

Again I wish to go on record as being in favor of high school athletics, provided as I said before, that the athletics are regulated and kept within proper bounds. Personally, I much prefer to see high school boys on the football field or the track after school hours instead of standing around town sucking cigarettes; or the girls on the basketball field instead of bumming on street corners. I think we may willingly sacrifice a small amount of attention to lessons if we can give them something clean and decent with which to fill the vacant moments. Personally I feel that if all the boys of our Northern California high schools were country boys, living on farms, the energy put into athletics might more profitably be put to use by the doing of odd tasks at home. Milking cows, chopping wood and breaking colts will give a boy just as much exercise as football and keep him out of mischief. However, in our smaller towns in Northern California the most of our high school boys live in the town and with few home tasks to do he finds his diversion in hanging around down town or sitting at the depot waiting for the train to come in. What else is there for him to do?

You can't lock him up. He has been in school all day and does not care to stay in and read, so what more pleasant than to hang around down town and talk with the saloon bums who patronize him and make him think he is a man.

Aside from the advantage of occupying the idle moments of high school boys and girls with good clean sport it seems to me that athletics offers fine training in other ways, especially where there is inter-school competition. Fairness, a desire for fair play, consideration for opponents, keeping cool under fire, resourcefulness, pluck, ability to stand either victory or defeat are some of the things which it seems to me might be developed by athletics, especially in inter-school competition. I believe that our High School League of Northern California is doing first rate work. I believe that it is a fine thing for the high schools of Northern California but I feel that there are certain problems connected with it which must be worked out and I am hoping that this conference may thresh out some of these league questions thoroughly. I think we all have some of them more or less hazy, and I think the only way to arrive at anything definite is to have a full and free discussion of them.

In our high school athletics in Northern California we do not necessarily have to blaze out a new path for ourselves. We have the experience of the leagues nearer the bay, we can profit by the mistakes which they have made. Of course our conditions in the schools

of Northern California are entirely different in a way from those of the larger schools of the State. For instance in many cases our problem in athletics is one of encouragement, with them it is one of restraint. The athletic league constitution would probably not suit us at all, that is, as a whole. I believe that the last few years of athletics in Northern California have been years in which athletics needed encouragement. It has been the development period. I feel however that the time has about arrived when athletics are strong enough to stand on their own feet, that very shortly in fact that we are now meeting the dangers of over-indulgence. In other words the time has arrived for conference as to regulation.

For the sake of discussion and to bring the matter definitely before the association I propose in the concluding of this paper to touch on and propose for discussion six propositions virtually connected with the athletics and league of Northern California.

First, that regulation of athletics should be reasonable, that athletics should be left to the league as long as they manage athletics well and keep within reason and I offer as a means for bringing about a rational management, that there be some sort of faculty representation on the Board of Managers of our Athletic League.

Second, that some effort be made to regulate the expenses of inter-school athletics in order that our high schools and Normal school shall not be constantly making requisitions on their respective communities for unlimited support of athletics.

Third, that the scholarship standard be enforced.

Fourth, that the present age limit rule in the league is class legislation and should be changed. That, however, some rule should be enforced at least in foot-ball of keeping boys of too mature age and weight from playing with younger boys.

Fifth, that we make a more liberal definition of an amateur or strike out our present one altogether.

Sixth, that we do not introduce the system of professional coaches in foot-ball. If we can succeed in threshing out these questions I think we will have accomplished much. I know there are other problems connected with our high school athletics but these it seems to me are some of the ones most important at present.

TENURE OF TEACHERS.

C. W. Leininger, Chico.

The following paper was written in conformity with the answers received concerning the list of questions given below:

1. Do you have a permanent tenure of position for the teaching body of your city?
2. If so, what authority or legal enactment so authorizes the tenure?
3. What are the teacher's preliminary qualifications?

4. Is the plan satisfactory to the school management?

5. Is the plan satisfactory to the teachers as such?

6. Have you objections to urge against such a plan?

7. How can you rid your school of incompetents?

Can you mail us any literature that will aid us in information upon this subject?

Will you kindly pencil in your answers and remail in the inclosed envelope?

Thanking you in advance for the favor, I am,

Yours fraternally,

CHAS. H. CAMPER,

Supervising Principal Chico Schools.

Sacramento, Cal., Oct. 19, 1905.

A teacher can remain in the schools of our city so long as his or her work is satisfactory, this is well understood, therefore but very few of our teachers give unsatisfactory work. When a teacher does not do satisfactory work, he or she fails to be re-elected at our annual meeting. To my mind this is the only way for our city.

It seems, then, that the permanence of the teacher's position depends largely, if not wholly, upon that individual's personal fitness for the position he holds. And as the individual teacher endeavors to make himself indispensable to a certain position, or school, he also tends to raise all in his profession to a higher plane in the estimation of the public. And while it is true that one swallow does not make a summer, nevertheless a teacher who stands for progress, who is persevering and successful does much to offset the bad influence of the many who are indifferent to frequent changes in the teaching force so long as the lightning does not strike them.

It is this very indifference which is one of the greatest obstacles in the way of better conditions for teachers. People always have been accustomed to their "moving on" after two or three terms in one place and expect it in many localities. To overcome this widespread attitude there must be a more united effort on the part of the whole teacher force. Individual efforts, wherever and whenever they may be exerted will be of value, but to get results there must be a united effort all along the line.

The following extract from the Stockton Mail, October 6th, seems to be applicable.

"TEAM WORK" AMONG TEACHERS.

Kinds of Pedagogues That Should Be Retired—Tenure of Office in Stockton.

No work of the board is of more importance than that of the selection and retention of teachers. Experience shows that while it

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is extremely easy to elect a teacher, it is just as difficult to retire one. With care in the selection in the first instance, the problem of the teaching force is reduced to a minimum. In the Stockton schools the teacher who does faithful, honest work is assured of life tenure. In the schools are teachers who have served the city from one to thirty-two years. The average length of service of the seventy-five teachers in the department is ninety-four months. According to the last report of the Superintendent of Public Instruction, San Francisco, with an average service of 161 months per teacher, was the only place in California in which the teachers enjoyed a more permanent tenure than in Stockton.

A a whole the teaching force in Stockton is an excellent one, worthy of the salaries paid and of the tenure enjoyed. During the year, however, it is the plain duty of the board to be in close touch with the work of each principal and teacher in the department. The mental or physical dyspeptic, the confirmed scold, the time server, the one watching the clock for 4 o'clock, the one not securing results, if any such be found, should be promptly retired.

The school with the most harmonious teaching force is the school that secures results. "Team work" counts in teaching as in other occupations. Given a principal with the confidence and support of his teachers and teachers always ready to respond to the suggestions of the principal, any school will prosper and will win the commendation of both the board and the public. I commend "team work" to the several schools as the best way to serve both one's self and the school children of the city.

That is just why we are teaching.

At first glance it may seem to some as tho' this is a subject which concerns particularly city teachers, but as many of the leading cities of the state now require a year or two of practical experience in other schools before admission to their force it is apparent that it should be one of general concern. Some may aver that they have no desire for a permanent position where they are located at present, but if the position be in a rural district the record which is being made there is the one which will measure the man when he aspires to a place in the city. And every grade teacher is a better teacher for having had experience in an ungraded school, just as the specialist physician is more skilful for having had a general practice before specializing.

Changes among teachers are apparently more frequent in the country than in cities of any considerable size and for the simple reason that so many of the small things, which are matters of no importance amid the shifting scenes and diversions of city life, are made the topics of greatest interest where there is little to busy the public mind.

In considering the following points it is

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admitted that they represent the extreme type of the reactionary teacher, but it is that very element which stands in the way of a speedy adjustment of the question under discussion.

During my six years of work in a certain northern county of this State I was often asked to recommend teachers to Boards of Trustees. I usually complied with the request if I knew of any teacher out of employment. Naturally I would follow their careers in the county with some interest, which varied according to the nearness of the district to mine, or to our personal acquaintance or friendship. With few exceptions those for whom I secured positions did satisfactory work, but it is the exceptions of which I wish to speak to bring out one important side to this question.

Investigation revealed the fact that the difficulty was due either to a lack of tact, or to a general disregard for the little things which crowd into a teacher's life, and which contribute so much to the sum and substance of his work and influence in the district.

In some instances the seeds of dissatisfaction doubtless were sown before the teacher elect had even reached the district where he was to be employed. Perhaps some unwonted hilarity, or a thoughtless remark to the stage-driver on the way, which was innocent enough in itself, but yet none too complimentary to the society of the district to which he was journeying, may have been repeated by that talkative individual to the next in-going passenger, only to reach in due time, with the usual additions and alterations, the sensitive ear of the good people of the district where he is employed. And of course some one takes exception to it and the ball is set rolling—but not for reform.

On taking charge of a new school, especially an ungraded one, it is rarely the case that one will find things just to his liking. If his predecessor has been popular and successful, altho manifestly careless or indifferent to certain accepted methods of school management the task of getting the school into shape is a difficult one. The situation demands conservative treatment, and caution should be observed in making all important changes. A radical readjustment may be more to the liking of many teachers but it rarely fails to cut both ways. A radical, like a genius, will get results, but some one else usually gets to enjoy them.

Again, teachers may subject themselves to much unmerited criticism by too close adherence to one set method of work, no matter how pedagogical it may be, when a tactful combination of several methods would be more satisfactory. From time immemorial children have learned their a b c's as the first step in getting an education and the young a b c darians are fully as interesting to every member of the home as they are to themselves. Imagine the situation then, when after a half term in school the little fellows do not know their letters. It is always a matter for comment and often

one of investigation on the part of the parent. Then it is not a question of the most rational method, but the most satisfactory one.

Many teachers make themselves no end of trouble by their manner of making corrections in the school room. It is well to remember that no set form of punishment will suit every case of a certain class. Some pupils will bear correcting before their classmates, while with others better results can be secured by a side talk after school, or at recess. It is well always to be careful in selecting the pupil who is to be made an example for the class. And in this connection it may be noted that there are always some things which will occur from time to time in the school room which the tactful teacher should not see.

When corporal punishment must be administered it is advisable always to have a witness if possible. But in the absence of one a visit to the parent in company with the pupil (after school) on his return home and a full review of the facts in the case in the presence of each other is always a wise safeguard. I have done this in several cases and recommend it.

The importance of writing cannot be too strongly emphasized. Where one is an entire stranger in the district an early visit to each patron of the school cannot fail to benefit both pupils and teacher. It reveals the pupils advantages and disadvantages, the interest of his parents in his work and advancement, in short it gives an insight into the child's life which nothing else will. But in visiting do not discriminate—visit every family. Visit also the leading citizens, or noted characters of the district; whether they have children in school or not. Besides being interesting, such visits are instructive. They will give a broader and deeper insight into human nature and human endeavor. Having, as they often do, much leisure time for reading and reflection, their acquaintance cannot fail to stimulate interest in a locality which has produced them, or a desire to be better informed on certain topics before a second visit. For very frequently one finds in the taciturn old prospector or solitary bachelor a veritable storehouse of interesting information, and many beneficial suggestions. In a word, such visits give one a larger fund of general information, something which every teacher is required to draw on frequently.

Another valuable result of visiting is the light it always throws on the work of the previous teacher, for he is quite sure to be the topic of conversation for a time at least. Any careful observer will readily see wherein he failed or succeeded and profit thereby; but in following the successful teacher's example one must keep in mind Lowell's lines:

"That new occasions teach new duties,
Time makes ancient good uncouth,
We must forward be and upward,
Who would keep abreast of Truth."
Off-hand opinions or comments of a critical

nature where one is not fully informed as to the points under discussion, or in controversy, are unwise and apt to react, for teachers are widely quoted. Carlyle's admonition "To hold thy tongue, thou hast it a holding," should be borne in mind by every teacher. My grandfather's homely advice to me on taking charge of my first school was: "Don't shoot off your mouth." It was the best advice he could possibly have given me.

But on the other hand one should avoid being classed with the "sort of men whose visages do cream and mantle like a standing pond, and do a willful silence entertain with purpose to be dressed in an opinion of wisdom, gravity, or profound conceit." Nothing of the sort,—be natural and you'll be right—much of the time.

Another thing which does not inure to the permanency of the teacher's position is the fact that so many of the profession, dissatisfied with the attitude of the general public towards the profession, allow that dissatisfaction such loose leeway that their interest in their work is often doubted. Now dissatisfaction with oneself is often a good thing for it is the very food which nourishes ambition, but it is not a good thing to let your neighbor know all about it. He may be of the lean and hungry type like Cassius, and lay awake nights to study out ways to circumvent your plans.

Section 1702 of the Political Code says that

5. "It shall be the duty of all teachers to endeavor to impress on the minds of the pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity, falsehood; to instruct them in the principles of free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship." (Section 1702, Political Code.) Also to teach Hygiene and evil influences of alcoholics.

In another section it says that they must instruct the children in hygiene, the evil effects of alcoholic liquors and habits of neatness and personal cleanliness, but how can one expect to get results if he himself does not set the example? Finally, to sum up these points briefly a teacher must be diplomatic in his dealings with both the pupils and parents of his district, if he wishes to hold his job. Most successful diplomats, like poets, are born and not made, but every individual can learn to exercise diplomacy. To do so he need not necessarily be a dissembler, but he should learn to exercise his common sense at the right time and in the right place.

The teacher who observes these points and puts them into practice should enjoy a permanent tenure. He is worth it, and deserves it, for the following reasons:

1. Without permanency of position he can make no definite plans for the future. If he has a home he cannot afford to improve it, if there is no certainty of his being able to live in it.

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2. It saves him the annoyance and uncertainty of yearly applications and petitions to a local board. Such things are a trial to every teacher and make big inroads on the nervous energy which would be much better spent in the class room.

3. It will make trustees much more careful in making their selections of new teachers and therefore set a high standard of excellence throughout the schools. For where there are uniformly good teachers in a corps each one's work is relatively easier.

4. It will free the teaching force from the evil influences of polities and sectarianism.

5. It will give the profession a place of acknowledged prominence in the estimation of the public.

One of the chief causes of the uncertainty of tenure of office of teachers is due to the professional courtesy which they show each other. Just as soon as an impression gets out that a certain teacher may not retain his position another term the board is besieged by a host of applicants. And where there are so many applications it is no wonder that the board hesitates about retaining the old teacher at the same or a higher salary when many others are willing to work for less.

Under the present conditions teachers cannot be expected to do their best work. Even under the most favorable circumstances their moving on is but a question of a comparatively short time. Besides the inconvenience to which it puts the members of the teaching profession most all writers and thinkers on the subject agree that frequent changes of teachers is positively disastrous to the best interests of the pupils.

No Continuity of Study.

Some people advocate fewer changes only in cities where there are graded schools, contending that in the country it is well to change often (1) because there is no teacher who can adapt himself to all the children year in and year out. (2) Children like changes and expect them, and (3) because old teachers are quite apt to get lazy and neglect their work.

Mold the Mind and Character Elaborate.

Several methods of reform are suggested but it seems to me that some such Civil Service plan as that now in force in the Philippines might be adopted. Similar plans now exist in San Francisco, and I can see no good reasons why they cannot be made general. The state could be divided into districts embracing a certain number of counties, each district to be in control of a board with power to direct in all matters of general interest, and the dismissal of teachers should rest with this board, which would act only after a careful investigation. Then teachers would not suffer loss of place from mere spite and prejudice, for this board, different from local boards, would be beyond the reach of neighborhood influences. Then with increased security of place, better and more

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cheerful work would be done, for the teacher could feel that there was some hope of being permitted to see the results of his labors. And "with a law which would prevent competition from young and inexperienced teachers, applicants would not be so numerous, salaries would perforce be higher absolute permanence of position would be nearer, and the interests of the children would be infinitely better served, for they would be in charge of those who thoroughly understand them, and were skilled, theoretically and practically, in the work of the school room. The gain of the children would be beyond computation, and this alone should be sufficient to call forth the change required if no other consideration was thought of, for the schools exist for the children, not for the parents and teachers."

THE FIRST AXIOM OF EDUCATION.

PROFESSOR E. C. MOORE,

University of California.

(To be printed in a later number of the "News").

THE GERMAN ELEMENTARY TEACHER, HIS TRAINING AND METHOD.

PROFESSOR E. P. CUBBERLEY,

Stanford University.

(To be printed in a later number of the "News").

HYGIENIC NECESSITIES FOR SCHOOL HOUSES AND SCHOOL APPLIANCES.

PROFESSOR F. B. DRESSLAR,

University of California.

(To be printed in a later number of the "News").

EXTRACTS FROM ADDRESS.

By President Benjamin Ide Wheeler,

University of California.

"I state without the slightest hesitancy and with a candor born of the deepest conviction, that the chief thing, the most important thing that should be taught in our lower grades is religion. Not religion as it is taught by some one or any denomination but the religion that is fundamental to existence of the church, not that I advocate placing the Bible in the public schools, but that view of life which the Bible is the chief exponent, in other words, the religious spirit of reverence for things sacred, and the inculcation of those principles which regard this life as a part of the great whole. Without religion there can be no state."

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"Another thing I would have taught is morals. We are to live together in commercial and social relations, and to do this with success there must be conformity to certain moral standards. The motive of selfishness in life's affairs is ruinous to society, to the state and to the individual.

"I would also carefully instruct the children in manners. Life runs so much more smoothly when people are agreeable to each other. Even conventional courtesies are important. I would even teach the children table manners. True, many things in table manners are mere conventionalities, customs that change with the generations, but certain other things have always been offensive and should be avoided. It is unfortunate when a young person goes out into the larger life of the world handicapped with habits that indicate a low origin.

"I would also teach politics, not the politics of a party, but the knowledge of what constitutes good citizenship—patriotism, honesty in public office, independence in thinking and fearlessness in voting. The child should be taught obedience to constituted authority in the person of the teacher, the parent, the magistrate.

"Science should be taught in the way of nature studies, training the child to be observant of life all about him. Music too, was exceedingly important and should be employed not at stated hours, but whenever the scholars seemed to be weary or dull, as a refreshment and an inspiration."

"The usual studies came in for their share of commendation, although he advocated modifications in the amount of arithmetic required and the method of teaching English.

"After all, the chief factor in the education of the day school pupil is the life and personality of the teacher."

"WHAT IS NATURE STUDY?"

AND

"A LESSON IN NATURE STUDY."

DR. H. W. FAIRBANKS, Berkeley.

(To be printed in a later number of the "News").

METHOD IN LITERATURE.

Supervising Principal L. E. Armstrong,
Nevada City.

It took the educational world quite awhile to determine what kind of reading material should be supplied to children during their early school life. The old idea was to fit the child to read literature by giving him simple sentences with or without any literary value, generally without. As the child developed skill in reading, he was required gradually to sample all the wares of literature from Mother Goose up to the Bible. The plan at

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its best was to give the pupil a general introduction to literature in the form of short selections. It was trusted that he might read the complete masterpiece for himself later. In many cases the plan worked well.

Today we have a different viewpoint. The child is introduced to real literature as soon as he has acquired a working stock of words. To appreciate the extent to which publishers have responded to this change in educational opinion, one has only to compare a few of the first and second readers published within the last five years with the readers of our childhood. When we were youngsters, the boy would go up and he did go up, but fortunately he no longer goes up.

Hand in hand with this substitution of real literature for mediocre or questionable material has come another change perhaps not so marked. This change advocates the retirement of the school reader in the upper grades in favor of a careful, thoughtful study of a few complete masterpieces. It is the intensive idea versus the extensive. I incline to the belief that in a system of nine grades, such as you have in this county, this intensive work can be carried on profitably in the three upper grades. Simply in a tentative way for the purpose of making these observations more specific, I would suggest for seventh grade work the study of Longfellow's *Courtship of Miles Standish*, Ruskin's *King of the Golden River*, Hawthorne's *Wonder Book*, or Kingsley's *Greek Heroes*; for the eighth grade Hawthorne's *Great Stone Face*, Longfellow's *Evangeline*, Irving's *Legend of Sleepy Hollow*; for the ninth grade, Tennyson's *Enoch Arden*, Whittier's *Snow Bound*, Shakespeare's *Merchant of Venice*, and Lowell's *Vision of Sir Launfal*. This list, no doubt, would be amended somewhat by every teacher.

Throughout all the grades, short complete selections such as Longfellow's *The Children's Hour* and *The Village Blacksmith*, Miller's *Westward*, Holmes' *The Last Leaf*, and Lincoln's *Gettysburg Address*, should be studied and memorized by the children. Five selections a year will enable our pupils to leave the grammar school with a choice body of the best English and American classics. This is the kind of work that should be given over to the memory. The children delight in it, and it will prove a life-long pleasure to its fortunate possessors.

Now, if we can ascertain the cause that has substituted real literature for stuff and then limited the study in the upper grades to a comparatively few leading productions, we may be able in the light of that cause to grasp an approximately correct method of presenting these masterpieces to our children.

The determining cause, I believe, has been a more or less conscious change of opinion as to the true function of literature. The old view was that literature was to be studied for its informing value. To that end the old reader contained a vast amount of information. The realms of history, geology, geography, biology were laid under tribute to

furnish the materials for a so-called literary reader. This book was addressed to the intellect, its object being the promotion of knowledge and the development of intellectual power.

But such is no longer the dominant idea. Literature, as we understand it, has for its legitimate function the education of the feelings. It is addressed to the heart, to the conscience, rather than to the intellect. It seeks to develop an appreciation of the noble and the beautiful. It cares not how long man lives but how well. It concerns itself with character, the only enduring possession of man.

Of course it cannot be claimed that literature is addressed entirely to the feelings. The intellect must be used in gaining all knowledge of the outside world. But the part intellect plays in the vital knowledge of a poem is similar to the function of the eye in the lesson taught by a great painting. Education of the intellect gives knowledge; education of the feelings, culture. Literature should make a man better, not keener; it should develop spirituality, not intellectual power. The intellect must be used, but in true literature the intellect is the handmaid, not the master.

If the development of the soul is the aim of literary study, we must look for that in a masterpiece which is addressed to the soul. But the intellect alone can never reveal it to us. What is the charm in Whittier's *Snow Bound*? We cannot analyze the impression, but the result is none the less gratifying and uplifting. The great truth of religion is the great truth of literature, viz: Spiritual things must be spiritually perceived. The intangible element in literature appealing to the self behind the intellect is no less real and important because it evades our intellectual grasp. Intangible, indefinite to the intellect as it is, it is yet that element that has made literature what it is—one of the great moral forces of the world.

Whence comes that subtle something that makes its appeal to the heart? It is hidden among words that taken separately show little of beauty or of power. But we know it is there because our hearts respond to it, though our intellects fail to grasp it. We can no more grasp the spiritual element of a poem—its real soul food—by dismembering it than we can steal the secret of the beauty and incense of a flower by tearing its petals apart. We must learn that a poem like a flower is an organism. The spiritual element, the life of the poem, dwells within it because it is an organism. And as an organism it must be studied. A poem no less than a painting is an art form, an organic whole. We stand enraptured before Raphael's *Sistine Madonna*. We do not question why this feeling of reverential love and wonder stirs within our hearts. We are in the presence of an organism and we respond to its life before our intellects can even question why we are moved. Just so with a true poem. Though we may not be conscious of

it, its form is organic and must not be disturbed.

But if we carry our comparison of a poem and a painting as art forms a little further, we note an important difference. The poem lacks one thing possessed by the painting. It lacks permanent expression. The poem on the written page is simply the picture in the mind of the artist before he commits it to the canvas. In each case the organic form has been born but not expressed. As the colors with their delicate play of lights and shadows reveal the painter's thought, so the human voice with its flexibility and richness is needed to reveal the thought of the poet. In each case the art form must first be conceived and then expressed. The painter expresses in colors upon canvas; the poet, in tones upon voice. Here the painter has an advantage. He may finish his art form and leave it for an admiring world. The poet is not so fortunate. He must leave his art form for others to express—no easy undertaking.

Inability to rise to the poet's conception or inability to voice the sentiments one really feels have marred many a poetic art form beyond the semblance of the artistic. It is a question whether any one else has ever been able to reveal the sublime art form in Tennyson's "Break, Break, Break" so fully as the author himself. But Tennyson's expression of his art form, unlike that of Raphael's, could not be preserved.

Consider briefly another illustration bearing upon literature as an art form, and requiring the voice for its expression. Can the skilled reader of music notes on the written page feel the pathos and power of Handel or Beethoven? It depends upon the musician and the piano to actualize "The Messiah" with all its mysterious spiritual surges and cadences. Longfellow's beautiful poem, "The Bridge," is his conception of the weary, disconsolate man renewing his strength through spiritual consolation. But it requires the human voice to embody that conception, to actualize that man and put us in sympathy with him. Many people do not care for poetry because they have sought it with the eye instead of the ear. How many would enjoy music if sought in the same way? The poem requires the voice as fully as the written music requires the piano.

If literature consists of art forms and the voice is necessary to convey the spiritual element of those forms to the spiritual within us, then surely these two conclusions should largely determine the method of presentation.

An art form is an organic thing. Then a poem should be grasped as a literary whole. The voice is needed to convey the spiritual element of the art form. Then the teacher should first read the entire selection to the class, because he can grasp and express the art form of the poet better than the children.

The first step, then in the presentation of a masterpiece would seem to be a careful, sympathetic, oral rendering of it by the

teacher. This will require from one to four recitation periods, according to its length. During this reading the teacher should explain nothing more than the absolutely essential. It is frequently better to make no comments whatever. Present the masterpiece as an art form and it will teach its own lesson.

Having satisfied the story element, the pupils are then ready to undertake the work of making the masterpiece their own. Instead of telling the pupils to look up all unfamiliar words and expressions found in the assigned lesson, it would be better to place upon the board a list of the words that need study. These words should be followed by a series of carefully prepared questions designed to bring out the author's thought as fully as possible. When this assigned work has been prepared, it should then be discussed in class. (Illustration from *Evangeline*.)

Granting now that the pupils understand all of the words and have a fair grasp of the author's thought, are they ready to read? A moment's reflection will show that another line of work is now needed. The several parts of a selection are not of equal value, so the children must be led to determine what is primary and what is secondary in importance in a selection. The teacher may open this work by comparing a selection with its primary and secondary materials to a picture in which the primary materials are known as the "foreground" while the secondary form the "background." Since a reading of the selection the voice must furnish both the question arises: How shall this be accomplished? Evolve the truth that the parts of primary importance (the foreground) should be given a full tone and be read slowly, while the parts of secondary importance (the background) are read more rapidly and in a lower tone. Help the children for a time to determine the primary and secondary materials, lightly underlining the secondary with a pencil. Gradually require the pupils to do this work, for it must precede the oral practice at home. (Illustration from *Enoch Arden*.)

When the thought work has been accomplished and the relative values determined, the pupils are ready to read. In the reading the following plan is suggested as the general method. Require a pupil to go forward, face the class, and read. Impress upon the reader that he is reading primarily for the entertainment of the class. During the reading (of not less than one stanza, paragraph, or complete part), the other pupils will close books over fingers and give careful attention. Then invite criticism, both in approval and disapproval, from the class. By handling this judiciously, so as not to wound the reader and develop self-consciousness, improvement will readily follow.

The success of the general plan will largely depend upon the skill of the teacher in keeping the thought of the class upon the organic whole. Be careful to have all side thought relevant, and then do not introduce it unless

necessary to the understanding. A false notion of thoroughness often leads to distracting details. No doubt *Snow Bound* is frequently used to show the marked difference between eastern and western winters. As geography that is all right; but as literature it is all wrong, because it swings the thought entirely away from the motive of the poem. What is the central thought, what is the lesson we wish our boys and girls to derive from *Snow Bound*? I take it that the spiritually perceived truth of the happiness of a Christian home and the sweet uplifting influence of that home are the central lessons. We do not care for an elaborate description of the semi-colonial furniture. That is history. We want the life of the poem.

But how are we to know whether our pupils have grasped the life of the poem? We believe in examination. If we say that the thing most worth having in "*Snow Bound*" is its spiritual element, how can we find out whether the pupil has taken that spiritual element into his own life? That which we wish him to gain for "*Snow Bound*" lies beyond our question. We must require him to read selections of the poem to us. His voice will tell us how much of the essence of the poem he has appropriated. He may not be conscious, in fact he probably will not be, of the spiritual influence of the poem. It is not necessary that he should be. The greatest influences in molding our real selves are unconscious influences.

It readily appears that a written examination in literature is beset by great difficulties. It is something like writing a man's biography by giving a description of his physical appearance, height, color of eyes and hair, scars; but these things can never tell what manner of man he is. The examination in literature is the attempt to express the spiritual in terms of the intellectual. The intellectual element should be recognized and questioned for, but we should not forget that it is of secondary importance. It is easier to get at, but it is worth less. A written examination should call for a substantial quotation from the production. From "*Snow Bound*" let our pupils give over to their memories the choicest parts of the poem, and sooner or later they will bear fruit in increased sweetness and dignity of character.

But there is a line of written work that must be carried on with this study of a masterpiece, if the best results are to be attained. There is a danger that in the analytic work on the stanzas, the pupils may lose sight of the controlling principle of the masterpiece.

To prevent this, when a part that is fairly complete in itself has been finished, the pupils should prepare a topical outline of it under the direction of the teacher. Then following the outline, a full reproduction in writing should be required. When the entire masterpiece has been covered by a series of papers in this way, a final paper should present in a logical development the main features only of the masterpiece. This written

work trains the pupils to grasp larger literary wholes, thereby furnishing the sympathetic element needed to complete and bind together the analytic work on the individual stanzas. The omission of the written work leaves many isolated details that have not found their larger co-ordinating principle, and the result can be only a poorly organized whole. Much could be said in favor of this work from the standpoint of composition, but enough has been said to indicate its bearing upon the study of masterpieces.

Thus far in this discussion our thought has rested upon the product of genius rather than upon genius itself, upon the masterpiece rather than upon its creator. A brief consideration of the method of approaching the biographical side of our work in literature would now seem to be in order. Shall the work on an author's life follow or precede the study of his production? No extended argument is necessary on this point. The production is generally a more complete revelation of the real life of the man than any biographical sketch can be. Study the selection first; feel its spiritual lesson; appreciate the art form. Then you are ready to know more of the genius who produced it. You are already partly acquainted with him.

Introduce the boys and girls to Longfellow through "*The Children's Hour*." Let them look upon the poet first as a kind, loving father, and it will put them infinitely nearer to a sympathetic understanding of his life than any abstract treatment of it could possibly give. Let the pupils feel the intermingled humor and pathos of "*The Last Leaf*" and they will know more of the true self of the genial autocrat than the pupils who can simply tell when he was born, what positions he held, when he died. A pupil who has read "*The Legend of Sleepy Hollow*" understandingly does not need to be told that Irving was pleasant, jolly, companionable. If "*Snow Bound*" has been rightly grasped, our pupils will know that Whittier was tender, pure, and full of lofty religious aspiration. Would it not be foolish to make the empirical statement to a class that Hawthorne was a lover of the mysterious, when we have but to direct their attention to "*David Swan*" or "*The Minister's Black Veil*?" A pupil rightly taught will walk with Hawthorne in the land of spirits and acknowledge him master of the mysterious.

This peculiar thing in literature, which for want of a better name we call style, deserves consideration. Classes in rhetoric are taught that style consists of the proper intermingling of the principles of perspicuity, harmony, unity, and strength. Style is all that, and infinitely more. Style is personality. Some say that we can cultivate a good style by studying selections from the best authors. I believe that in real literature style is more a matter of the feelings than of intellect. To write like Hawthorne, one must feel as Hawthorne felt. When people recognize that the matter and the manner of a literary product

form an organic whole, a great deal of dissection, so called literary, will be done away with. The author's style is his unconscious autobiography written through and between the lines of his art-form. So instead of depending entirely upon a biography written by another revealing the exterior man, let us read and teach our pupils to read the author's life by himself as expressed by and through his production.

If the literature work is continued from year to year in a systematic way, there is a splendid opportunity for this kind of biographical work. Each new author studied may be compared with the preceding ones. Through this process of comparison pupils gain a much better understanding of each author than if each were studied separately. To bring this point clearly before you, let us play teacher and pupils with some work on the biography of authors. Let us suppose that we have studied Hawthorne's "Great Stone Face," Irving's "Legend of Sleepy Hollow," and have just finished Longfellow's "Evangeline."

Before studying the biography of Longfellow, let us see what our study of "The Courtship of Miles Standish," "Evangeline," and his shorter poems have taught us of the man. Did he look upon life and its duties seriously or lightly? Compare him in this respect with Hawthorne; with Irving. Did Longfellow have much or little sense of humor? Compare again with Hawthorne and Irving. Which of the three made friends most readily? least readily? Which of the three was best liked by children generally? In what way did Longfellow have an advantage over Irving in this respect? Which one of the three was the jolliest companion? Which one liked company least? Which one of the three was the most sympathetic? Which one was the deepest thinker? Which one was most spiritual in nature? Which one had the most retiring disposition? Which one's works have been most widely read?

When this oral work has been completed, the pupils are ready for a written biography of Longfellow. It is necessary that this biography should be interesting. A cut-and-dried account such as most of the readers give will not suffice. The story must be long enough to permit the weaving in of interesting details, and yet not so long as to be wearisome. For the sake of a clear impression of the kind of biography needed in this work, even at the risk of wearying you, let us consider the following sketch of Longfellow's life:

Henry Wadsworth Longfellow.

No doubt you are familiar with "The Village Blacksmith" and "The Children's Hour." Henry Wadsworth Longfellow, the author of these beautiful poems, was born in Portland, Maine, in 1807. The poet's love for the home of his boyhood is shown in the first lines of his poem, "My Lost Youth."

"Often I think of the beautiful town

That is seated by the sea;
Often in thought go up and down

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The pleasant streets of that dear old town,
And my youth comes back to me."

As a boy Longfellow was a well-behaved, studious little fellow. He liked to go to school and especially enjoyed reading the interesting books in his father's library. He must have been a bright boy for he was ready for college at fourteen. He entered Bowdoin College, which is not far from Portland, and was graduated four years later. One of his classmates was Nathaniel Hawthorne, who afterwards became a great story writer.

Longfellow's father was a lawyer and he wished his son to become one, also. But Longfellow soon found that he did not care for law. He was very fond of literature and decided to be an author. Soon after graduation he was offered the professorship of modern languages in Bowdoin. He was greatly pleased, and went to Europe to better prepare himself for the work. He spent three years in Germany, France, Spain, and Italy, mastering the four languages and acquainting himself with the literature of each.

At the age of twenty-two he began his work in Bowdoin. He was a faithful teacher and became a favorite with the students. He was always courteous and sweet-tempered. Soon after entering upon his duties in Bowdoin he married a charming young lady named Miss Mary Potter. The young couple were happy and contented, and time passed very pleasantly indeed. After five years' work in Bowdoin Longfellow was offered the professorship of modern languages in Harvard College. He went to Europe again for further study, his wife accompanying him. Her death during the trip abroad occasioned the first great sorrow of his life. She is the "Being Beauteous" of his tender poem, "Footsteps of Angels," written not long afterwards.

After a stay in Europe of nearly two years Longfellow returned to America and settled down in Cambridge. Here in the quiet college town he spent the remainder of his life. He was twenty-nine when he began his work in Harvard. Thoroughly cultured, sincere, and pleasant, he soon became one of the most popular professors in that famous college. He continued in this work for eighteen years, making a third trip to Europe in 1842 for his health.

During these years at Bowdoin and Harvard Longfellow did considerable writing, both prose and poetical. In 1839 he published his first volume of poems. Among others it contained "The Reaper and the Flowers," "Footsteps of Angels," "The Light of Stars," and "Psalm of Life."

These poems were widely read and admired, and made Longfellow famous as a poet. The "Psalm of Life" is a favorite not only in America but throughout the world, having been translated into many languages.

Longfellow's first long poem was "Evangeline," a story in verse. The pathetic tale of the separation of the Acadian lovers was told to Longfellow by Hawthorne. It appealed to Longfellow and he expressed a desire to use

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it for a poem if Hawthorne did not want it for a story. The latter cheerfully gave it up. The beautiful poem won the hearts of the American people, and it has ever since been considered the poet's masterpiece.

The next long poem was "Hiawatha," known and loved by all children. The quaint Indian legends are so simply and beautifully told that many critics consider "Hiawatha" Longfellow's finest work.

"Evangeline" and "Hiawatha" were so well-received that the poet was encouraged to write another long poem dealing with American life and scenery. "The Courtship of Miles Standish" is an interesting picture of the old colonial days at Plymouth. We feel that Longfellow had a special interest and enjoyment in telling the love-story of John Alden and Priscilla, for the poet was a direct descendant of that famous couple.

In 1843 Longfellow married Miss Frances Appleton. Five children, two sons and three daughters, came to the Longfellow home. The children's best friend and chum was their father. He was a very busy man with his teaching and writing, but that he had time for a romp with the children is shown in that poem we all love, "The Children's Hour." Longfellow's home life was very happy until the sad death of his wife, who was fatally burned in 1861.

Previous to this time, in 1854, he had resigned his position in Harvard that he might have more time for his literary work. His poems had made him so well-known that he had many visitors. Oftentimes they came when he was very busy, but he was always kind and courteous. A great many children also came to see the poet, and he wrote his name in their albums. His poem, "Children" proves that he loved them. Perhaps that is why Longfellow is best liked by the children. He has been called the children's poet.

The children of Cambridge finally thought out a way to show their love for the kind, old poet. You will remember "The Village Blacksmith," which described a real blacksmith and smithy in Cambridge. At last "The Spreading Chestnut Tree" had to be cut down. The children had a fine arm-chair made of the wood, and on Longfellow's seventy-second birthday they presented it to him with their love. The poet greatly appreciated the gift and the spirit that prompted it. In return he wrote the children a poem entitled "From My Arm-Chair."

His life was drawing to its close. Like his poetry his life had been pure and sweet, simple and beautiful. The dreams of his youth had all been realized. He was acknowledged to be the most popular poet America had produced. On his seventy-fifth birthday (February 27, 1882) all the schools of the country held exercises in his honor, the pupils reciting some of his best-loved poems. His old friend Whittier described the day in his charming poem, "The Poet and the Children." A few days later Longfellow passed away.

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Now in conclusion let it be said that the results of good literary training are not to be measured in dollars and cents. Literature, like music and painting, is addressed to the cultivation of the feelings. Rightly taught, it opens one's eyes to the beautiful and the good, and these are beyond price.

COUNTY SUPERVISION.

PROFESSOR F. B. DRESSLAR,

University of California.

(To be printed in a later number of the "News").

THE LOCAL AND THE GENERAL.

R. D. HUNT, San Jose.

The three correct ideals or goals of modern education, as emphasized by Professor Zueblin in a recent address before the San Jose Normal School, are occupation, citizenship, and manhood or womanhood. It cannot be inaccurate to affirm that no education at the present stage of progress is complete which ignores any one of these ideals or aspects. The truly educated person should certainly possess a personal capital that is capable of earning him a good living; he will not stop with earning merely his own living, but will be a useful member of the community and of society; he will above all else be a personal and living embodiment of those eternal principles of virtue, of rightness, which make for the wholeness of life and constitute the very genius of manhood. Professor Henry Van Dyke in his brilliant Charter Day Address at Berkeley last spring, told us that a faithful and intelligent citizen is the final object of education.

Now in all vocational and professional studies—as indeed in all education—the power of adaptability is an indispensable prerequisite to success. Hence such exercises and studies as will afford liberal training for hand and eye are fundamental to any education of the whole child; and therein lies the chief value of Manual Training and the various branches of Art. Obviously this truth has special applicability to twentieth century life in great cities.

But if the hand must be trained to grasp and hold and the eye taught to see and perceive, then must we likewise give the mind, so to speak, its proper tools and materials,—tools it can really manipulate and materials from which it can really create.

The materials most usable lie all about the child. They are at once his environment and his rightful heritage. Not only so, but they are the very avenue—the open sesame—by which the pupil enters the broader realms of learning and of truth. One of the most fatal mistakes in method of instruction all

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the way up from the primary class through the high school has been and is a too subjective or abstract process, a dealing with ideas without life, words without enforced meaning, symbols that do not stand to the learner's mind for concrete reality.

To be sure this defect has been overcome, to a considerable extent, in the department of sciences by Nature Study and the use of the laboratory method: yet even here much remains to be desired both in the actual preparation of the teacher and the methodology of presentation. My main thesis then is that there must be more extensive, yet discerning, use of the local, the familiar, and the concrete in leading the mind of the pupil into new truth, and thus the establishment of firmer points of contact between the known and the unknown as the basis of general concepts.

It is, however in the field of history that I would specially emphasize the value of the local to the general as a specific application of the broad principle of adaptability and of the inductive method of proceeding from that which is familiar to the unknown and the general.

And no apology need be offered for dwelling on the subject of history, for, as President Charles Kendall Adams has asserted, "the study of history is more distinctively the study of humanity than is any other branch of learning." Thus history, conceived as the 'record of the facts of human achievement' in the development of the race, although not itself an exact science, yields to no science in comprehensiveness of scope nor importance of content.

The mature scholar would perhaps interrupt me at this point to remind me that history is the record of a related, unified humanity, and that therefore the political or industrial or religious history of the world should be read as a single whole. Such indeed is the noble concept of the unity of history emphasized by Arnold and Freeman. But it is necessary to pause to inquire how the child with whom we teachers have to deal can rise to this lofty conception. It is sheer folly to tell him, in learned phrase, that "history is the story of the evolution of the social organization"; but he can be brought to grasp the idea of the settlement of his own village, the story of Rancho Chico, the founding of the Mission at Monterey or of the Fort by Captain Sutter. And when the local is thoroughly concrete to his thought, the distant and the general become available through comparison and illustration. Little can the child understand of the city-state of ancient Greece, or even the New England town unless by comparison with something in his hitherto acquired stock of ideas, starting perhaps from his own village or farm, and proceeding by way of a pueblo or mission or mining camp. As I have elsewhere said: "The healthy child in the grades will take no interest in the great undercurrents of civilization or the pure philosophy of history; but his expanding mind will become intensely interested in

the search for the mysterious Northwest Passage or the thrilling expeditions of Fremont the Pathfinder."

Local history, always closely associated with local geography, possesses special value as furnishing first horizons or circumferences to the immature but expanding mind. As all knowledge proceeds from the known to the unknown, so the activities of other peoples in by-gone ages are made real to the pupil by process of ever-widening circumferences, in which case the point of departure is the here and the now.

Certain recent city courses of study recognize the validity of this method; and reference may be made to the San Jose course, which, as to history, I had the honor to prepare.

"The study of local history, as indeed of all history, should combine with an orderly knowledge of the past an intelligent comprehension and interpretation of the present. Totally unrelated facts may be of interest to the antiquarian, but the historian seeks to reveal, "not what was, but what became." Bishop Stubbs uttered a profound truth when he said: "The roots of the present lie deep in the past, and nothing is dead to the man who would learn how the present comes to be what it is."

What then are the chief objects to be aimed at in placing emphasis on local history? Briefly we may mention three or four of these. First, a most worthy but hitherto neglected object is the acquisition of solid information regarding a subject that is in itself important to the community and near to the life of the individual. If it is important for the pupil in California to know about the first permanent settlement in America, is it not at least equally important for him to become acquainted with the foundation of the first mission or the first pueblo of his own state?

As some of you came hither from Sacramento did you reflect that you were on historic ground? There it was, almost on the very bank of Rio de los Americanos, that Captain John A. Sutter erected his fort, about which cluster so many and significant memories. Thither came those hardy westward-traveling immigrants from the "States" to enjoy the most prodigal hospitality that host could bestow, there to make their rendezvous, exhausted by the wearisome months of journeying, till the new venture in California were decided upon. Thither in 1846 was brought General M. G. Vallejo as magnificent prisoner by representatives of the Bear Flag, unruffled and serene despite his astonishing "capture" before daybreak at Sonoma. New Helvetia, known far and wide as Sutter's Fort, underwent a second and marvelous transformation under the magic touch of gold discovery, and Sacramento emerged the mecca of unnumbered bands of argonauts from all the ends of the earth. Finally, it was Sacramento that won the fight for the seat of government of our great Commonwealth, and today Sacramento looks with confidence to

the dawning of a new and greater Golden Era of effort, enterprise, and efficiency.

Secondly, I would emphasize the importance of local history as a capital means of arousing interest in the broader domains of general history, of engendering even in children the spirit of "historical-mindedness." The roots of the present sink deep into the past; our today is our inheritance from the yesterdays of our fathers. I have sometimes met pupils from the grades who made the astonishing declaration, "I hate history!" Had I not been somewhat acquainted with the quality of historical instruction all too common in the past, I might have been sorely perplexed: but I thus address my class: "Let no young person be guilty of asserting, 'I hate history'; for such a one has never well considered what it is he hates. He hates he knows not what,—for surely he could never with seriousness affirm, 'I hate all the good and the great of all ages; I hate the illustrious law-giver, the wise reformer, the conquering hero; I hate the train of antecedents which have opened up this new world of freedom and cradled me in constitutional liberty—all these I steadfastly hate, and renounce all desire to know of them.'" Such a declaration is plainly impossible to any normal person who has received wise instruction in courses that have been properly enriched with relevant stories and readings from local history. I hold that no study is in itself more attractive than history, or wisely selected portions of history. Wise and persistent use of local allusions and materials in supplementing the general history courses will assuredly help to arouse the historical sense and quicken the historical imagination.

Again, as already foreshadowed, in the use of local history a prime object should always be the more specific preparation for citizenship and the cultivation of intelligent patriotism. Professor Charles M. Andrews in his address before the National Educational Association in 1894 said: "Bossuet declared that history was useful for kings only, for sovereigns alone need to know of past events in order to govern rightly. We may echo his words, and emphasize the need of history for our sovereign body, which is the people. A people which is to govern itself must be a people educated in the conditions of its growth."***** The child will not understand if you talk to him about abstract duty; but if by book and work and pilgrimage you take the pains to unfold to him his historical heritage, even perchance in his own town,—which heritage he should know must be preserved,—it will be the natural thing for him to admire the noble deeds of his ancestors and strive to imitate them. The double feeling of gratitude for the past and responsibility for the future is thus spontaneously developed; therein lies the essence of civic patriotism.

As a corollary to the proposition that local history should be emphasized as a preparation for citizenship and intelligent patriotism may be noted its distinctive moral value to the individual. The student of history

learns that in order to comprehend the higher ethical life in all its relations it is essential to understand something of the striving and slow progress of mankind collectively toward a higher ethical ideal. "To understand where we are relative to the moral life of the past is itself a moral gain," to quote again Professor Andrews. A most effective and sometimes impressive way of instilling great moral principles—so intimately related to civic virtues—lies in the wise application of the history, institutions, and topics of current interest of the town or county in which the pupils live, in connection with the related subjects of general history and civil government. Such teaching of fact, concrete enough easily to be grasped and at sufficiently close range to hold the interest, and such application to life, both individual and civic, lead easily to a wholesome spirit of optimism and a setting right on a large class of socio-ethical questions.

Finally, local history and—if you please—local sociology should prove of immense service in socializing our individual lives and in socializing the community itself. By this I mean that a proper appreciation of local history assists us to assume our rightful places as sharers in the community's past as well as its future, and so enlarges our vision as to enable us to see our collective community life as a small segment of the great circle of the life of the state and of humanity. For, as Professor Albion Small has said: "In plain prose, our lives, ourselves, are atoms of the life of humanity that has been working to form us through all the ages."*****

Here we enter a field that is comparatively new, yet most alluring and of immense importance. That society should be intelligent concerning itself, that is, keenly conscious of itself as a purposive organization is a first prerequisite to comprehensive and abiding reform. Social betterment, which is the great desideratum, presupposes accurate knowledge of the social genesis, of present problems, and, based on historical enlightenment and moral insight, a body of judgments as to things essentially desirable. Local history prepares the child for a more complete entrance into the life of the community and assists the community to become conscious of itself and thus capable of setting before itself definite objects or goals, wherein lies great promise for the future of that community. For when the community, when society itself, acquires the ability to "direct its own acts toward more rational aims" it will possess the qualifications for collective effort that must result in a kind of co-operation that will be effective.

To recapitulate: The specific objects in the study of local history include the acquisition of knowledge at once culture-bearing and useful in itself; the cultivation of the spirit of "historical-mindedness" by a quickening of interest; the training for that high citizenship that is at once intelligent, patriotic, and soundly ethical; and as a further step, the rendering more socially useful the individual

life not only, but also the life of the community itself. It were of course absurd to imagine that the mere study of local history can ever regenerate the world; but that it will contribute toward the attainment of all these goals seems to me to admit of no doubt.

Admitting perchance the force of what has been said, your next question is, what methods shall be employed in giving instruction in local history? Here I must content myself with a few hints and suggestions, for the question of method is largely a question of the utilization of the particular historical environment. Of this California presents, as in nature study, physiography, and biology, exceptionally rich and varied possibilities. But how shall we coax this fertile soil to yield its fair fruitage to the boys and girls of our common schools? The answer is three-fold.

First. Pilgrimages, reminiscences, lectures, and other forms of instructive entertainment. Let a class take a trip to a neighboring mission, or a deserted rancheria or an abandoned "digging," and under the skillful direction of the teacher present a simple program suited to the spot and appropriate to the occasion. Or invite the oldest pioneer of the community or the best specialist available to come to the school and talk about early days. As I have listened for hours to Manly, the hero of Death Valley in '49, and to Bidwell, late survivor of the first great overland train to California (1841), I heard a veritable voice of the past, as no book could speak to me.

Second. Supervisors and teachers have come to understand the value of good supplementary books. Within the last decade has grown up an extensive literature of this character, which, if it does contain somewhat of initial crudeness and imperfection, yet possesses much merit as a beginning in this wide field. Already provision is made in the great majority of California's schools for the reading of from one to a dozen supplementary books, and in general there is an abundance of good material. In general, I say, but this is not sufficient: the child must not be limited to "Big People and Little People in Other Lands," the "Story of the Thirteen Colonies" and of "The Great Republic"; he must be introduced to the vital, thrilling stories of his own Golden California, his own Los Angeles, or Sacramento, or Shasta. These must be pedagogically sound and historically accurate.

The reading of supplementary books must not be confined to the home, but time must actually be spent in the class room. Teach the pupil not merely to cover the ground, or even to glean the facts, but also audibly to express in correct manner the thought and emotion of the text. In short, let this work in history reading be also legitimate instruction in English expression, though largely by indirection. I have found considerable embarrassment in the fact that many pupils entering the secondary school from the grammar grades are unable to read well the text

books in Grecian and Roman History, and the fault lies not altogether with the books. Good reading ability is fundamental.

Third. The teacher. In seeking an answer to the question, how the rich fields all about us shall be made to yield most richly in the schools, it has been made evident that we must appeal chiefly to the teacher herself. If the teacher lack knowledge or have not enthusiastic interest, all other agencies must surely fail. Teachers must be made to feel that very much depends upon them. A properly equipped teacher will be alert to employ all methods in utilizing her historical environment and intelligently guide her pupils into their historical heritage. Whether by the timely narration of some thrilling episode, the frequent allusion to local history as a side light on the regular work of the pupil, the appropriate celebration of some noteworthy anniversary in the development of our Commonwealth, the reminiscence of a pioneer or lecture of a professor,—or better, by the proper synthesis of all these and more,—the teacher can assuredly arouse an interest in the school that will amount to enthusiasm and wield an influence that will amount to inspiration to many a young life.

Hitherto the average California teacher has been ill-prepared to enter this inviting field, and thus unwittingly has failed to avail herself fully of one of the chief guaranties of the pupils' interest. Books issuing from the press, periodical literature, and platform and university lectures furnish ample evidence of improving conditions: meanwhile it seems to me to lie within the province of principals and supervisors especially to insure the more adequate utilization of the local and the present first by a quickening of their own interest therein, next by the incorporation of these features in their courses of study, thirdly by wisely directing their teachers and stimulating their studies, and lastly by occasional talks in history and government as well as in the broad domains of moral principles and the adjustment of studies to life and of individual life to the social weal.

Instruction in local history or geography need not take the form of special or super-added courses, but should be made to enrich the regular program. Such enrichment may be accomplished by short pilgrimages, lecture talks, and the like; by books particularly adapted to the needs of California; and most of all by teachers who must be specially equipped with both knowledge and enthusiasm. We may be assured that in the larger view such enrichment will apply not only to the subject of general history, but it will make for the effective culture of the pupil as an individual and as related to the totality of his environment. This is but another way of saying that it will worthily contribute toward the realization of the final object of education in the view of Professor Van Dyke, the rearing of the faithful and intelligent citizen.

THE VALUE OF LOCAL HISTORY.

E. I. MILLER, Chico.

I. Two phases

1. Study of local history for sake of that history.
2. Study local history as a method of leading pupils to other history more distant in time and place. This might be called the local study of history.

II. How far each phase should be used

1. Local history for its own sake depends on character of that local history as
 - (a) How far it has interest and is attractive.
 - (b) How far it has important connection with progress of that locality.
 - (c) How far it involves general principles and relations.
 - (d) How far the application of those principles can be made clear to the children.

Judgment of the teacher must decide these points.

2. Study of local history as a method should be emphasized because
 - (a) This method is pedagogically sound, because it
 - (1) Goes from known to unknown.
 - (2) Begins with child's sense experiences and proceeds gradually to events and ideas beyond, but similar to those experiences.
 - (3) It is the type-method of studying at first hand something which is a type of things that cannot be studied at first hand.

(This type gives outline of the picture, the details to be filled in to suit the case in hand. Much that every person comes in contact with in life is in connection with institutions—necessity for understanding institution—types of institutions are everywhere at hand, social, political, religious and industrial.

Example. The family—Parents the law giver, children the subjects—obedience to authority, helps him to understand much of the social life of past—common industrial operations of family help child to understand experiments of having property in common made by Virginia and Plymouth colonists. Political institutions—local officials and duties, organization of school district gives some of fundamental political ideas and furnishes types by which to study larger political institutions.)

Rem. This is both training for citizenship and getting type foundations for further study of history. No other history meets these pedagogical requirements so well as local history.

(b) Local history has greater interest for the child because

- (1) He is brought directly in contact with the scenes, and possibly with some of the persons who were

actors in the events. His own relations may have had part in the events.

- (2) He sees a historical event in connection with the place where it occurred, giving it a definite location.
- (3) Connection with known persons and places gives a reality to past events.

Rem. Local history often secures attention of a child when other history will not. Local history is a means of getting the child interested in the more general history.

- (e) Local history deals with sources and thus trains the child
 - (1) To see meaning in things about him.
 - (2) To distinguish between historic and non-historic materials.
 - (3) To draw correct inferences and judgments, and not to have this done for him as is done by a text.
 - (4) To interpret the past—he here has the corrective of reality.
- (d) Creates sentiment in favor of preservation of the evidences of past history—Sutter's Fort, old missions, letters, photographs, etc.

III. Drawbacks to teaching local history

1. Not entirely free from prejudice and party feeling. But no history is.
2. May tend to distort history by too great emphasis of local and neglect of more general history. Teacher should see that proper balance is maintained.
3. Teacher is apt to permit inferences and judgments from insufficient evidence. This would produce careless and inaccurate reasoning and weaken correct judging.

THE DONNER PARTY.

Supervising Principal L. E. Armstrong,
Nevada City.

A few years ago a party of tourists were "doing" the Sierras. From Truckee they made an excursion to Lake Tahoe. They returned to Truckee full of the praises of the big lake we Californians all admire. They had several hours to wait for a train, and finally one of the party suggested a trip to Donner Lake. One of the ladies looked thoughtful. "Donner Lake, Donner Lake." Then a light broke over her countenance. "Oh, yes! Some people broke through the ice there once and were drowned." Thus humor is ever intermingled with tragedy.

The main features of the story of the Donner Party have been sketched in outline in several histories of California, and no doubt are familiar to you all. In this day of careful attention to local history, no apology or explanation is needed for a more detailed account of this historic party. This sketch is

largely based upon C. F. McGlashan's admirable "History of the Donner Party."

In relating the story of the Donner Party one has to deal with the saddest event in the early history of California. Just fifty-nine years ago at Donner Lake, men, women, and children were slowly starving to death. The beautiful Sacramento Valley, the land of sunshine and plenty, lay just beyond the mountain range. But the road over the mountains was blocked with snow and ice. The story of these poor people is a sad but interesting one. It begins with life and hope, it ends with despair and death.

Stories of the fine farming land of California had reached the eastern states. Many Americans made up their minds to seek a new home beyond the western mountains. In Illinois in the spring of 1846 a party of emigrants was formed under the leadership of George and Jacob Donner and James Reed. There were just ninety people—men, women and children—in the party. There were several families, for these people were going to California to make new homes. This was two years before gold was discovered here.

Large, strong wagons were made ready for the trip across the plains. Narrow wooden strips shaped like hoop were placed over the wagons and nailed to the sides. Heavy tent-cloth was then stretched over these curved frames and securely fastened. This made a splendid covering. It kept out the hot rays of the sun as well as the driving rain. Then the wagons were loaded for the long trip. The first thing to think about was food, for there would be no opportunity to buy any after leaving the western settlements in Missouri and Iowa. Flour, bacon, cornmeal, beans, and rice were the staples. Clothing, bedding, tools, cooking utensils, ammunition, and a little medicine completed the load. All the men and the larger boys had guns. They hoped to keep the company in fresh meat by killing game on the way. Besides, there was always danger of attack from the Indians. Finally the oxen were yoked to the wagons, the members of the party said a last good-by to their old neighbors and friends, the drivers cracked their long whips, and the journey to California had begun.

A few days over the pleasant prairies of Illinois brought the party to the Mississippi. Here the wagons were taken across on a large ferry-boat, and the journey was continued across Missouri to the town of Independence. Here the Donner Party found other emigrants bound for California. As large parties were in less danger of attack from the Indians, these emigrants, including the Donner Party, formed one large train of more than two hundred wagons. When the train was in motion, it was about two miles long. Upon leaving Independence the route taken was up the valley of the Missouri to the Platte. Making a short stop occasionally to kill buffaloes and rest the stock, the party followed the Platte to the forks of that river. Passing up the North Platte the party reached famous old Fort Laramie, and spent the Fourth-of-July there.

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Here at Fort Laramie the members of the party saw the red man in all his glory. A number of Sioux Indians were at the fort, ready for the warpath against their old enemies, the Pawnees. Dressed in their warpaint and mounted on their fleet ponies, they presented a fine appearance. They manifested the greatest friendliness toward the white men, and when the Donner Party left the fort and resumed their journey about three hundred young warriors accompanied them quite a distance, escorting them in true military fashion.

The party never were seriously molested by the Sioux. On one occasion, however, Miss Mary Graves, a beautiful young woman, was riding with her brother a little in the rear of the party. They were surrounded by Sioux, who seemed to have become infatuated with the young woman. They wanted to buy her, and made several handsome offers to her brother. When he refused to sell her one of the Indians seized the bridle of the girl's horse and tried to carry her away captive. It would be hard to say whether he was jesting or in earnest. At any rate when he looked down the muzzle of the brother's gun, he dropped the rein promptly. They were now within sight of the Rocky mountains. Passing on they entered the valley of the Sweetwater River, a tributary of the North Platte; and climbing steadily they reached South Pass, the opening in the mountains through which the Sweetwater flows. They were now on the great rocky plateau, and traveling became more difficult. But a few days more brought them to Fort Bridger, then a trading post in what is now southwestern Wyoming.

Here the Donner Party made their first great mistake. The regular emigrant route to California ran through Fort Hall in what is now southern Idaho. At Fort Bridger the emigrants were told that a new and better road had just been opened. This road ran south of Great Salt Lake and rejoined the regular route on the Humboldt River in Nevada. It was called the Hastings' Cut Off because it was supposed to save three hundred miles. It was claimed that Great Salt Lake could be reached in six days. Most of the emigrants refused to leave the beaten track. They went by way of Fort Hall, and reached California in safety. But after considerable deliberation the Donner Party separated from the main train and set out on the supposed cut-off. The way was fearfully rough and dangerous. In some places the men were obliged to lower the wagons over precipices with ropes. In other places it required ten yoke of oxen to pull one wagon up the steep sides of the gulches. They were compelled to make their own road. This severe toil weakened the men and the oxen, but they toiled bravely on. At last their eyes were gladdened by the sight of Great Salt Lake. But instead of six days it had taken a month to reach it. The loss of this time was fatal.

After resting a few days beside the cool and pleasant lake, the Donner Party set

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out to cross the dreary stretches of sandy desert between the lake and the headwaters of the Humboldt. They thought this distance was about fifty miles. As there was no grass or good water in the desert, they cut considerable grass and filled their casks with water. But the fifty miles stretched into sixty and the sixty into seventy, and still nothing but dreary stretches of alkaline waste could be seen. The grass for the oxen gave out and the poor animals began dying. Then the water ran short. The men searched desperately for springs, and found a few poor ones. The water was so alkaline that it was hardly fit to drink. One night all of James Reed's oxen, eighteen head, made frantic with thirst, rushed off into the desert and were never seen again.

While making this dreadful trip across the desert, a careful inventory of all the food was taken and the members of the party were alarmed to find that the provisions were running low. They did not have enough to reach California. The situation was indeed serious. A council was held. As a result two men, William McCutcheon and Charles T. Stanton, agreed to cross the Sierras on horseback, and ask aid of Captain Sutter at Sutter's Fort. Because of the hostile Indians along the way, these men were taking their lives in their hands in making the attempt. But more food must be secured or all would perish. The prayers of the emigrants went with the brave volunteers when they rode out on the trail for California.

Amid great hardships the party struggled on. All except helpless children walked beside the wagons to favor the famished oxen as much as possible. The fearful glare of the sun upon the desert sands tortured the footsore travelers and the patient, suffering animals. All were inexpressibly glad when they reached the cooling waters and the pleasant grass of the Humboldt.

While traveling down the Humboldt a deplorable tragedy occurred. Reed and a popular young man named Snyder became engaged in a quarrel. Both men were of fiery dispositions. After several angry words, Snyder struck Reed several blows with the butt of his ox-whip, cutting deep gashes in his head. Mrs. Reed ran between the men to save her husband, and the cruel whip fell upon her shoulders. In an instant Reed drew his hunting knife and plunged it into Snyder's breast. Snyder died in about ten minutes. The after life of James Reed was clean and strong. He lived in San Jose for many years, a useful, respected citizen. It seems just to consider that his killing Snyder was in self-defense and to protect the wife that was dearer than life itself. But Snyder had been a general favorite. A council was called to decide Reed's fate. He was banished from the train. With only a gun and a few provisions, he bade his family a sad farewell, and started out alone and afoot for California. His anxious wife and children each day looked for traces of the husband and father. Sometimes feathers of birds he had killed were scattered on the road, and sometimes he

pinned a note to the brush. But one day there was no sign nor message. Poor Mrs. Reed was nearly distracted. She thought perhaps her husband had been killed by Indians, or had slipped and fallen over some rocky place and perhaps lay wounded and dying below. But the poor woman had to be brave and bear up because her children needed her. If she should die, with their father gone, what would become of them.

From the valley of the Humboldt the party crossed to the Truckee River and began its ascent. When their provisions were nearly gone, their hearts were rejoiced by the return of Stanton. He and McCutcheon had made their way safely to Sutter's Fort and laid their case before Captain Sutter. One appeal to the generous-hearted Swiss was enough. Though Stanton and McCutcheon could only promise that the emigrants would pay for the provisions when they reached California, this promise was more than enough. When Captain Sutter heard that women and children were in danger of starving, he immediately had five mules packed with flour and dried beef. With them he sent two of his Indian vaqueros with orders to assist the white men in every way possible. McCutcheon was taken ill and could not return; so Stanton guided the Indians and mules over the Sierras to the weary emigrants on the Truckee River. It is certain that but for this timely help from Captain Sutter, the entire party must have perished.

The Sierras were now in sight. Feeling safe because of the new supply of provisions, the Donner Party made their second great mistake. They rested four days where the town of Reno now stands. There was a wagon-road over the summit of the mountains, and if the party had pressed right on the Sierras would have been crossed. It was now late in October and the weather had been delightful. But the storm-king of the mountains now began to show his power. First his threats were seen and felt in the dark clouds on the crests and the chilliness in the air. The alarmed emigrants now pressed rapidly forward to reach and pass the summit. But the storm-king was too quick for them. His icy hand was stretched out in wrath against them. On October 28, 1846, the emigrants at Prosser Creek, three miles below Truckee, were traveling through five inches of snow, while from two to five feet lay on the summits. With a great fear in their hearts the party pressed on. The present site of Truckee was passed by the foremost wagons. A few of them tried the deeper snow toward the mountains, but the oxen could do nothing in the heavy drifts. Weary and disheartened, their drivers turned back to a little lake half-way between Truckee and the Summit. More of the wagons came up. The men talked together. It was too late now to cross the mountains. A month earlier than usual grim Winter had captured the Sierras and bade them wear the snowy robes that marked them as his own. His laugh was the sharp wind that seemed

to mock the hopes of the poor travelers. They were held fast in his icy grip.

All the poor emigrants could do was to prepare as best they could to spend the winter there. Rough cabins were hastily built, the cattle were killed, and piles of wood were cut. November went by, the party hoping against hope for a warm spell that would clear the road of snow or of assistance from California. By the middle of December the food was nearly all gone, and one man had already died of starvation.

Something had to be done. Better meet death face to face up there among the snow-clad peaks, trying to escape and bring help, than to wait for the sure approach of the dread monster through starvation. Charles T. Stanton, who had saved the party once by his gallant trip to Sutter's Fort, said, "I will bring aid to these famishing people or lay down my life." Patrick Dolan, a brave, generous Irishman, gave what food he had left to the Reed family, and made ready to go with Stanton. They were joined by thirteen others. Who composed this forlorn hope? "Mothers, whose babes would starve unless the mothers went; fathers, whose wives and children would perish if the fathers did not go; children, whose aged parents could not survive unless the children by leaving, increased the parents' share of food. Each were included in the forlorn hope."

The men made snowshoes for each of the fifteen out of the ox-bows. Taking rations for six days, and bidding their loved ones a sad farewell, they started on their desperate undertaking. They traveled about five miles a day. After crossing the Summit, Stanton was almost blinded by the glare of the sun on the snow. His strength failed him, and uncomplainingly he let the others pass on. He knew that an attempt to save him would endanger the lives of all. So alone and blind among the pitiless peaks that towered toward heaven, Death claimed him, and the heroic soul of Charles T. Stanton went home to meet its God. "Greater love hath no man than this, that a man lay down his life for his friends." Who was this man who so calmly met the supreme test? This hero who gave his life for others was a native of New York, thirty-five years of age. But for his word he might have remained in the Sacramento Valley when he made the trip for provisions. He had no relatives or dear friends among the Donner Party. But faithful to his trust, he imperiled his life for others and lost it. Lost it? I know not. If there is a God in heaven, it was a glorious losing. Stanton had considerable literary ability. His last production may be of interest as affording another view of the man's thoughts and feelings. It is a poem entitled "To My Mother in Heaven."

Say you saw it in Sierra Educational News.

TO MY MOTHER IN HEAVEN.

Oh, how that word my soul inspires
With holy, fond, and pure desires
Maternal love, how bright the flame
For wealth of worlds I'd not profane
Nor idly breathe thy sacred name,
My Mother.

Thy sainted spirit dwells on high.
How oft I weep, how oft I sigh
Whene'er I think of bygone time,
Thy smile of love, which once was mine,
That look so heavenly and divine,
My Mother.

Thy warning voice in prayers of love,
Ascending to the throne above
With tones of eloquence so rife,
Hath turned my thoughts from worldly
strife,
And cheered me through my wayward
life,
My Mother.

When death shall close my sad career,
And I before my God appear—
There to receive His last decree—
My only prayer there will be
Forever to remain with thee,
My Mother.

—Charles T. Stanton.

To return to Stanton's companies, struggling along through the snow. They were soon in desperate straits. Their food was gone and their strength also. Dolan died and the others stripped the flesh from his bones and ate it. Then forward again with staggering steps. Then the death of another and another, till only seven—two men and five women—were left. The sufferers finally reached an Indian camp, and the squaws cried when they looked at the starving men and women. A little acorn bread strengthened them to press on, and finally they reached Johnson's Ranch on Bear River, thirty-two days after leaving Donner Lake. Word was sent at once to Captain Sutter that men, women, and children were starving at Donner Lake. He fitted out a relief party without delay, and started it to their rescue.

Captain Sutter played a part in the early history of California that few people fully appreciate. He deserves a larger place in our histories and our hearts. Kind and generous to a fault, he ministered to the needy at all times. A story of suffering touched his heart and his pocket-book at the same time. Surely he obeyed the injunction to give meat to the hungry, drink to the thirsty, and clothes to the naked. In an age where self-seeking is too much in evidence, we may point with pride to this California pioneer as one who loved his neighbor as himself.

Say you saw it in Sierra Educational News.

The prompt kindness shown twice to the Donner Party was characteristic of the man.

Meanwhile the poor snow-bound prisoners at Donner Lake were having a dreadful time. Their sufferings cannot be described. The fearful pangs of starvation compelled them to do things that are shocking even to think about. When the food was all gone, they boiled the hides of the cattle and ate them. A few mice were caught and eaten. Then when the weakest began dying of starvation, the living ate the bodies of the dead. The grim monster, Death, stood silent waiting for them all. But he was to be balked of his expected prey.

On February 19, 1847, - sixty-five long, heart-breaking days since the fifteen under Stanton had started, shouts were heard by the starving people. A few had strength enough to climb to the top of the snow around the cabins and look. The most welcome sight of their lives met their eyes. The relief party of seven men sent by Captain Sutter had arrived. Each man had a pack of provisions strapped to his back. When these men of the relief party entered the cabins and saw the fearful misery of these poor people, they broke down and wept from sheer pity. But no time was to be lost. Another storm might set in. A return party of twenty-three besides the seven men was soon formed. Some of the men strapped children to their backs, and took them out in that way. Two of the party were compelled by failing strength to return to the cabins, and three died on the snowy road over the mountains. The remaining eighteen went through and saved their lives.

When this relief party of seven sent by Captain Sutter were going to Donner Lake they left some of their provisions in Summit Valley, tied up in a tree. The men had too much to carry through the deep snow, and besides they would need food on the return trip. Imagine their surprise and dismay upon their return to find that wild animals had climbed the tree, gnawed the rope in two, and eaten every scrap of the food. They had counted confidently upon these provisions to carry them beyond the snow-line. It looked as if rescuers and rescued were yet to die in the snow-drifts of the Sierras.

Now comes the part that proves the old saying that truth is stranger than fiction. When all were staring Death in the face because of the loss of the provisions, who should arrive but James Reed with a second relief party. He had plenty of food, and but for this timely assistance many if not all of the party must have perished. Reed had returned in time to save some of the very men who had cast him out. Here Reed met his wife and two of his children. The joy of their meeting may better be imagined than described. When told that his two other children had been left in the cabins at Donner Lake, the fond father immediately planned to rescue them. He pressed right on with his relief party, and reached the desolate sufferers at the lake thirteen days after the arrival of the first relief party.

Reed was rejoiced to find both of his children still living, though very weak.

A second return party of seventeen was quickly formed of the strongest. But all were emaciated and weak, and progress was very slow. The second day out they were caught in a dreadful storm and forced to camp in the whirling snow. For three days the storm continued, the wind blowing furiously most of the time. It was difficult to keep a fire, and the entire party had a close call from freezing to death. Several were severely frozen, and suffered indescribable tortures in consequence. When the storm ceased, the snow was so soft and deep that traveling through it was very difficult. But starvation was again imminent. Something had to be done. Reed had left men and provisions at Bear Valley to assist on the return trip. These provisions must be reached or all would perish. So the men of the relief party and the strongest of those whom they had come to rescue struggled on, promising to send back help and food from Bear Valley. This necessitated the deserting of helpless women and children, but it was the only chance of saving all their lives. Those left in Starved Camp, as they called it, had very little food. At last all was gone, and hope was almost dead. Again Reed failed not in the supreme hour of trial. The men sent by him arrived just in time to save the party. Twenty-four hours more would have been too late. Three of that forlorn group on the mountainside had died of starvation, and again there had been the awful eating of human flesh, while waiting for help. Do not blame them; we should probably do the same under similar circumstances.

A third relief party soon found its way to Donner Lake. When it was ready to return, George Donner, the leader of the train and the one for whom the lake is named, was too weak and sick to travel. His brave wife, although strong enough to make the journey, refused to leave her husband. Her children twined their arms around her neck, and with tears running down their faces, kissed her a last goodby. What the anguish of the mother's heart in parting with her darlings must have been, only the recording angel knows. The name of Mrs. George Donner must ever stand high on the heroic roll of those who willingly choose duty rather than life. When the fourth and last relief party arrived, both Donner and his wife were dead. There was but one left, a man named Keseberg, who was taken out by this party.

The Donner Party started with ninety people. Forty-eight lived to reach the promised land of their hopes. Six died crossing the plains, and thirty-six gave up their lives on the frozen slopes of the Sierras. Nothing in history surpasses the unflinching courage and patient suffering of the members of the Donner Party. Their trials and hardships serve to remind us of the dangers that beset the pioneers, the sturdy men and women who laid the foundation of our glorious state. As pioneers, heroes, martyrs, all honor to the Donner Party. May we do our part in keep-

ing their memories fresh in our own heart and in the hearts of those who will soon direct the destinies of our commonwealth—the children.

BUILDING THE EMPIRE STATE OF THE PACIFIC.

(Synopsis of the address delivered by Dr.

R. D. Hunt.)

There are no more Californias to discover or to conquer. The romance of our name and story will never be duplicated. Every period in the growth of our loved commonwealth throbs with human interest, every phase of her remarkable development possesses its peculiar charm. Our name and story are unique in the annals of man.

As California, miraculously transformed into El Dorado, became the focus of the world's attention more than fifty years ago, so the days of '49 are a natural focus in the unfolding panorama of California's history. They are a fitting culmination of all that went before, furnishing in turn an inspiring vantage ground and prophecy of what has since been and is yet to be.

Since 'tis not enough to live over again by-gone days, our task must be the deeper one of clothing those scenes with their inner significance that they may be as finger boards pointing to a great and enlarging future. As Doctor Arnold has said: "The harvest gathered in the fields of the past is to be brought home for the use of the present."

Observe the historic perspective of those eventful days. Here lay the beauteous landscape with everlasting hills and paradisiacal valleys, clothed with the dainty maiden-hair and the giant sequoia, festooned with tendrilled vines and fragrant loveliness. Here dwelt the rude aborigines, absorbed in the simple devices of their simple souls. Hither came the chanting friar, with vesper bell and way-side cross.

In the occupation of Alta California a three-fold plan was pursued: the religious occupation by the Franciscan monks was signalized by the founding of the missions, stretching finally from San Diego to Sonoma; the military conquest was promoted by the establishment of several garrisons, or presidios, including San Francisco, Monterey, Santa Barbara, and San Diego; while the civic occupation resulted in the settling of pueblos, especially San Jose and Los Angeles.

Thus there were the various classes in Spanish or Mexican California, from the untutored savages to the Spanish families of purest Castilian stock. At an early date also the hardy American settler began to make his appearance, with his notions of American law and customs. Such was the heterogeneous population into the midst of which came the first great immigrant bands

that quickly effected such a transformation.

The tenure by which California was held to Mexico was extremely slight, as is illustrated by the Alvarado Revolution of 1836. Mexico's neglect of her fair province was not all pleasing to some of the more thoughtful Hispano-Californians, including General Vallejo, perhaps the most liberal-minded of them all. Here indeed was a prize, and the great nations of earth were at length awaking to the importance of securing this desirable territory. Doubtless England and France, and perhaps Russia, had hopes of securing the prize. The government of the U. S. kept jealous watch of the concerns of California, as is illustrated by the premature conquest of 1842, when Commodore Jones, meeting the rumor of war with Mexico, hoisted the American flag at Monterey, only to haul it down again when he learned his mistake.

The acquisition of California was an act in the drama of the war with Mexico. Polk had entered upon his administration with the distinct purpose of acquiring the province. The conquest itself cannot now be discussed in detail; suffice it to say that while Fremont (and perhaps other leading actors) may have exceeded his instructions in certain particulars, the conquest itself was directly inspired from Washington.

During the Mexican war and pending the establishment of some form of government for California, the customs and usages existing at the time of the conquest were proclaimed to continue in force. But to the American settlers it proved impossible to ascertain just what laws if any were actually in force. Therefore those who were solicitous for the welfare of the province grew restive and became clamorous for a provisional government. This feeling is the more natural when it is remembered that the settlers were mainly Americans, accustomed to American law and custom, and unable to read the Spanish language. The first number of California's first newspaper urges the establishment of a colonial government. In the California Star of March 27, 1847, we read: "Some contend that there are really no laws in force here, but the divine law and the law of nature, while others are of the opinion that there are laws in force here if they could only be found. We have not been able to discover any traces of written law particularly applicable to this territory except the Bandos of the Alcaldes which could not have been intended to apply to any except those within their jurisdiction. We have frequently heard it stated that there are general written laws of the people of the whole territory, but we have not as yet been able to discover their 'whereabouts.' It seems to us that the continuance of the former laws in force, when it is impossible to produce them in any court in the country, or for the people to ascertain what they are, will be productive of confusion and difficulty."

It had become evident that California was destined to be permanently American: hence it is not strange that the clamor for Ameri-

can laws and institutions increased and that dissatisfaction with existing conditions was deepened. Each military Governor, Stockton, Kearney, Mason, brought new hope of a satisfactory civil organization. But Congress was busy with the great concerns of the war with Mexico, and failed to provide for California.

In the meantime an event of the profoundest significance had happened. Gold had been discovered. The news was being disseminated; the tide of immigration had set in. If there had been need of civil government before, that need was now infinitely increased; and if there had been a clamor for laws before, that clamor was greatly intensified now.

Could Americans hope longer for the promised government from Washington, or should they themselves take the initiative? Tidings of peace came, but still no scheme for organization in California.

The leading settlers now believed that the people might set out to prepare themselves a provisional government. The initiative was taken on December 11, when the citizens of San Jose met "for the purpose of taking into consideration the propriety of establishing a Provisional Territorial Government, for the better protection of life and property" until the United States should extend its protection. Temperate resolutions were adopted, recommending a convention for the purpose of providing a suitable government. Similar meetings were held in San Francisco, Sacramento, Monterey, and Sonoma.

The subject engaged the serious thought of the ablest minds.

The citizens of San Francisco created for the temporary government of that district the so-called Legislative Assembly, of fifteen members. The motives of these men were patriotic, their devotion unquestioned. Mason, as *de facto* governor, did not see fit to interfere with these popularly initiated movements.

In the spring of 1849 General Riley superseded Colonel Mason. While Riley awaited the final news from Washington, the people of the several districts proceeded with their arrangements for a civil government. Learning at length of the third failure of Congress to legislate, he issued a proclamation, calling for a general constitutional convention, and declaring against the San Francisco Legislative Assembly as an illegal and unauthorized body. The settlers protested against Riley's interference, declaring that he, a military officer in time of peace, had no civil authority.

But Riley's plan for a convention offered a practicable solution; therefore leading settlers, recognizing the end to be paramount, one after another acquiesced, and preparations for the convention were actively begun. The election of delegates elicited much interest, even in the mines and among native Californians.

While the delegates are on their way to the historic town of Monterey let us take hasty notice of their constituency in pueblo,

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ILLUSTRATED BOOKLETS OF AGENT

**SOUTHERN || R O C K
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on the ranch, and up at the diggin's. What a heterogeneous aggregation! At the lowest stratum were the Indians; then, not far above them in culture, the half-caste Mexicans, wanting in both capacity and energy, the Mexicans, generally shiftless and dirty, far above these the Hispano-Californians, or Spaniards of rank, such as the Picos, Castros, Bandinis, Alvarados, Vallejos, and others, representing the purest Castilian blood. Then there were the Americans,—the stalwart few who ante-dated the conquest and the multitudes that had come in search of gold. Of these it must be confessed there was a class—fortunately not large—of "bad whites," unscrupulous adventurers, "loose fish," as they were called, to whom no motive was too base, no aim too sordid. That other class, far larger, of sturdy, strong-fibered pioneers, that honorable body of frontiersmen, concern us most.

How came these hosts of hardy Americans hither, these 80,000 men of '49? Three distinct routes give answer; 'round the Horn,' the route generally preferred by those from New England and the Middle States; by way of Panama or Nicaragua, chosen mostly by Southerners; and the overland route, uniformly preferred by the hardy pioneers of the western frontier.

Once in California, all seemed life in terms of gold. Seamen deserted their vessels, lawyers left their clients, editors laid down the pen,—all rushed in wild stampede to the newest gold-fields. Not yet all, for there swarmed to San Francisco that class of human wolves whose profession was to exploit the baser passions of their fellows. Thither came also those messengers of Christian light, like Owens and Taylor and Williams and Briggs, who willingly foreswore the prospect of speedy fortune for a work of self-sacrifice and love.

Many a morning dawned upon the eight tables of the El Dorado's gambling hall still surrounded with reckless humanity. Those were the days of extravagance and high prices. Eggs were from 50 cents to as high as \$3 apiece; laudanum, \$1 a drop; pills, \$10 apiece; liquor, \$10 to to \$40 a quart bottle, and not prohibitive at that. The El Dorado, a mere tent, rented for \$40,000 per year, while the Parker House yielded annually \$120,000. Interest was as high as 10 per cent to 15 per cent per month in advance.

The delegates have arrived in Monterey. The convention organized September 3rd, in the upper story of Colton Hall, with Dr. Robert Semple as president.

The personnel of the convention is of unusual interest, including many Americans who had already been conspicuous, seven Spaniards, and one native each of Ireland, Scotland, Spain, France, and Switzerland. They were perhaps the youngest body of men that ever undertook a similar task, the average age being 36 years; yet we are assured that, "taken as a body, the delegates did honor to California, and would not suffer in comparison with any first State convention ever held in our republic." (Bayard Taylor).

Say you saw it in Sierra Educational News.

The interesting debates of the convention cannot be reviewed in detail, but some mention must be made of a few of the most important discussions. Shannon of Sacramento moved to insert in the Declaration of Rights the section: "Neither slavery nor involuntary servitude, unless for punishment of crimes, shall ever be tolerated in this State." Surprising as it may seem, this most vital section was unanimously adopted. It was not dreamed that this would give a quietus to the question of slavery extension throughout the vast territory,—fifteen members had come from slave-holding states; but the supreme step had been taken, the word had been pronounced. So profound was the national bearing of this decision that it is hardly inaccurate to affirm that it was the "pivot point with the slavery question in the United States." It was thereby decreed that California should enter the Union as the sixteenth free state and thus forever destroy the equilibrium between North and South.

The subject of public education elicited lively interest, and liberal provision was made for the later founding of a State University. But the one great debate of the Convention was on the question of boundary. On this question the constitution came dangerously near being wrecked at the very last.

The vast territory ceded to the United States and known as California extended to the heart of the Rocky Mountains, embracing an area of nearly 450,000 square miles. This was obviously too vast for one state. The committee recommended as an eastern boundary line the 116th parallel, an arbitrary line cutting eastern Nevada. The report was referred to the Committee of the whole; debate continued long and fiercely; reconciliation was apparently impossible. The Rocky mountains, the Sierras, and an intermediate line were advocated respectively by members. The pro-slavery element doubtless saw their last hope of forming a slave state in urging the largest boundary, with a view to subsequent division by an east-and-west line into two states. But the intriguing of the few could not avail against the clearly expressed attitude of the people of California and a majority of their representatives. After three weeks, by the narrowest chance, as it would seem, the proposition of Mr. Jones, fixing the present boundary, was adopted by an overwhelming majority; and the most vexed, exciting, and decisive contest was settled.

The arduous labors of the convention were at an end, the constitution was completed. It was Saturday, October 13, 1849, and the closing events were highly dramatic.

The chief characteristics of the first California Constitution are well-known. It was advanced in character, liberal, and thoroughly democratic. The members of the convention, coming together under such strange conditions, and strangers to each other, achieved a success that well illustrates the capacity of the American people for self-government under the most trying circumstances. The

Say you saw it in Sierra Educational News.

constitution of '49 embodied the principles of modern polities and jurisprudence, and endured the fundamental law of our Commonwealth for a period of thirty years. All honor, I say, to those devoted pioneers whose loyalty led them to forsake the possibility of sudden fortune for the more enduring, more noble work of building an empire state.

On November 13th the new constitution was ratified by a vote that was almost unanimous. The State government of California was formally established many months before admission into the Union of States, and California never became an organized Territory.

Meantime Congress was tremendously busy with some of the most momentous problems that ever came before that body. In view of the slavery agitation in that eventful year 1850, the problem of California's admission was almost infinitely complicated. At last admission became a logical necessity. The bill passed the House September 7, 1850, and two days later it received the approval of President Fillmore. California was welcomed into the sisterhood of States,—“The youthful queen of the Pacific, in robes of freedom gorgeously inlaid with gold.”

Mr. Hittell has thus spoken of the founders of the Empire State of the Pacific: “The greater part, though rough in dress and not over-nice in language, were sober and industrious, well fitted to preserve public order and admirably calculated to found a great state. Thrown upon their own resources in an untried field, they had to pursue a new career. Having no precedents they had to make precedents. Taken in general, there certainly never was before, and it may be doubted whether there will ever be again, thrown together, under such peculiar circumstances, such a body of choice and picked spirits.” (Cal., Vol. III, 44-5.) I stand with uncovered head and reverent mien before the tottering form of one of the surviving founders of our loved Commonwealth as he falteringly sings: “We are wreck and stray, We are cast away,

Poor, battered old hulks and spars; But we hope and pray, On the judgment day,

We shall strike it up in the stars. Though battered and old, Our hearts are bold,

Yet oft do we repine For the days of old,

For the days of gold, For the days of forty-nine.”

ADDRESS

Lafayette, Commander-in-chief of the National Guard of Paris.

The following is a syllabus of the lecture delivered by Professor H. Morse Stephens, University of California:

Marie Jean Paul Roch Yves Gilbert de Motier, Marquis de Lafayette (1757-1834); his family and education; his services in

America during the War of Independence; his attitude with regard to French politics and particularly to the court after his return to France.

It was Lafayette, who during the Assembly of Notables in 1787 first proposed a summons of the States-General.

Lafayette elected to the States-General by the nobility of Auvergne; his attitude during the struggle between the orders; leader of the minority of liberal nobles, who desired to join the deputies of the Third Estate; this minority of forty-seven nobles, including the Duke of Orleans, joined the National Assembly on June 25.

Lafayette may be taken as the type of liberal French noblemen, led by experience in America to desire representative institutions for France; his enthusiasm for liberty was more genuine than practical, and he did not see the difference due to conditions and history between the American colonists and the French people.

Importance of the influence of the example of the United States of America on the French Revolution; theories of American liberty inflamed French patriotism; the form of American state constitutions affected French ideas of a constitution.

Part played by French officers, who had served in America, during the French Revolution, notably by the de Lameths, de Broglie, and the Vicomte de Noailles, who started the surrender of privilege on August 4.

Inevitable rivalry between Lafayette, the enthusiastic lover of liberty without understanding it, and Mirabeau, the practical statesman, who desired to reconcile liberty with order; also between Lafayette, the man of high morality, and Mirabeau, the debauchee; this rivalry marked in the first days of the States-General; the ascendancy exercised by Lafayette's character until the development of Mirabeau's eloquence.

Lafayette acclaimed as Commandant of the National Guard of Paris; “The Hero of Two Worlds;” his organization of the National Guard; he makes it a middle-class force; combination with the French Guards, as a paid force; Lafayette works with Baily to establish order and prevent famine in Paris; the first municipality in Paris; public opinion and the newspapers; influence of events in Paris upon the provinces.

The first debates on a new constitution for France at Versailles; the Constitutional Committee; part played by Sieyes; defeat of the party that wished to imitate English institutions; attitude of Lafayette contrasted with that of Mirabeau.

The part played by Lafayette in the transference of the king and queen to Paris (October 5-6).

From this time until his resignation in October, 1791, Lafayette, as Commander-in-chief of the National Guard of Paris, was the most important and powerful person in all France; hatred felt for him as their jailer by the king and queen, who preferred to

deal with Mirabeau; violent attacks made upon him by democratic newspapers and especially by Marat; his strife with Mirabeau on the question of selecting ministers from the deputies of the Assembly; he became steadily more unpopular as the Revolution proceeded, until the climax was reached, after the flight to Varennes, in the massacres of July 17, 1791; after the formation of the second municipality of Paris and the meeting of the Legislative Assembly, Lafayette resigned his office as Commander-in-chief of the National Guard of Paris (October 17, 1791).

Political career of Lafayette during the French Revolution influenced by his character; Mirabeau nicknamed him Grandisone Cromwell;" "The Man on the White Horse."

Books Recommended.

All the histories of the French Revolution give considerable space to the events of the first two years of the period, when the ideas of Lafayette and Mirabeau were in direct opposition. The memoirs and correspondence of Lafayette which were published in Paris in six volumes, 1837-38, have not been translated into English.

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Artie Barley.....	Red Bluff
Bessie A. Cooke.....	Cottonwood
Susie Brown.....	Orland
Caroline Ames.....	Proberta
Kubenia Mitchell.....	Henleyville
Mrs. Marie E. Carrier Pierce.....	Hunter
Cora Page.....	Henleyville
Mrs. Madeline Hook-Fuller.....	Red Bluff
Henrietta Allbright.....	Hooker
Hilma M. Peterson.....	Corning
Caroline M. Gonzalves.....	Red Bluff
Louise Foundeen.....	Henleyville
L. F. Mounts.....	Manton
Pearle Comstock.....	Jelly
Hulda Annette Boding.....	Vina
Mrs. T. F. Howell.....	Paynes Creek
Mrs. Grace Eaton Lowrey.....	Lowrey
H. H. Sauber.....	Vina
Kate Burt.....	Corning
Ida M. Lesher.....	Red Bluff
Jennie Leonard.....	Lowrey
Ethel Moon.....	Newville
Minnie Whipple.....	Corning
Beryl Mansfield.....	West Branch
Mary Reed.....	Kirkwood
Jeanette M. Fish.....	Corning
Gertrude Deering.....	Corning
Eleanor M. Campbell.....	Red Bluff
Mattie A. Moore.....	Red Bluff
Lena Dale.....	Macum
Belle Maines.....	Paynes Creek
Maude Barnhart.....	Red Bluff
Cornelia V. Pritchard.....	Manton
Con A. Davis.....	Red Bluff
Belle Miller.....	Red Bluff
Clara L. Heavey.....	Red Bluff
Mrs. Lena Walters.....	Red Bluff
Dora Lages.....	Red Bluff
Blanche King.....	Red Bluff
Merle Gault.....	Red Bluff
Ora Combs.....	Red Bluff
Minnie Brown.....	Red Bluff
Florence Tolley.....	Red Bluff
Naomi Baker.....	Red Bluff
Annie Godbolt.....	Red Bluff
Marion Davies.....	Red Bluff
Annie Hutchins.....	Red Bank
Anna Kelly.....	Red Bluff
Bertie Moon.....	Paskenta
Fred C. Davies.....	Paskenta
Estella John.....	Tehama
Mrs. Agnes Muller.....	Tehama
Glenn L. Allen, Prin.....	Red Bluff
Delia D. Fish.....	Red Bluff
W. L. Keep.....	Red Bluff
Lou Irene DeYo.....	Red Bluff
Fanny Ardley.....	Red Bluff
Franz A. Ballesayus.....	Red Bluff
O. E. Graves, Prin.....	Corning
Lucy Mounts.....	Corning
Ethel Swain.....	Corning
Mary Bartruff.....	Corning

BUTTE COUNTY.

R. H. DUNN, Superintendent, Oroville.	
Teachers.	P. O. Address.
Mrs. Belle Sauber.....	Chico, R. F. D. No. 1
Mrs. Eva E. Woodward.....	Hurleton
Mrs. Katherine C. Tucker.....	Berry Creek
E. F. Zumwalt.....	Bangor
Miss Inez Sweetman.....	Oroville
R. T. McGregor.....	Gridley
George H. Stout, Prin.....	Biggs
Mrs. Lizzie Stout.....	Biggs
Miss Genevieve LaPoint.....	Biggs
Mrs. Emma Spence.....	Biggs
Miss Jessie Rippey.....	Central House
Miss Grace Henderson.....	John Adams
C. H. Camper, Prin.....	Chico
C. W. Leininger, V. P.....	Chico
Miss Lena Barkley.....	Chico
Miss Mabel Mery.....	Chico
Miss Cora Moyer.....	Chico
Burton Crowder.....	Chico
Miss Winona Hendricks.....	Chico
Miss Jennie Lowell.....	Chico
Miss Pauline Jackson.....	Chico
Miss Grace Schorr, V. P.....	Chico
Miss Margaret Collins.....	Chico
Miss Belle Mansfield.....	Chico
Miss Mabel Daugherty.....	Chico
Miss Mattie Brooks.....	Chico
Miss Cora Kennedy.....	Chico
Miss Edna Earle.....	Chico
Miss Alice Crum.....	Chico
Miss Alma Bryan.....	Chico
Mrs. Agnes Meline.....	Chico
Miss M. Springer, V. P.....	Chico
Miss Lottie Hallet.....	Chico
Miss Mabel Shelt.....	Chico
Miss Katherine Coady.....	Chico
Miss Emma Swearingen (music).....	Chico
Miss Frances Nelson.....	Chico
W. M. Mackay, Prin.....	Chico
Miss Gertrude Berg.....	Chico
Bert X. Tucker.....	Chico
Miss Faith Shoup.....	Chico
Miss Flora Wepfer.....	Chico
Miss Olive Vadney.....	Chico
Miss Lucile Graves.....	Chico
Miss Nellie Wilson.....	Cherokee
Miss Mabel Tower.....	Chico, R. F. D. No. 1
Miss Grace Loveless.....	Clipper Mills
Miss Ida Jones.....	Nelson
Miss Clara M. Hicks.....	Forest Ranch
Mrs. Annie L. Heckart.....	Clear Creek
Mrs. M. E. Taylor, Prin.....	Durham
Miss Anna B. Nelson.....	Durham
Miss Edith Stevens, P.....	Chico, R. F. D. No. 2
Mrs. Fannie Dillon.....	Chico, R. F. D. No. 2
Miss Abbie M. Jones.....	Chico
Miss Edith Lemmon.....	Oroville
Miss Gertrude Allen.....	Hurleton
Benj. Biros.....	Forbestown
Miss Virginia Wright.....	Forest Ranch
Miss Ida Ruff.....	Brush Creek
Miss Alice Stevenson.....	Bangor

Mrs. Minnie Abrams.....	Oroville	Miss Mae Rose.....	Brush Creek
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Miss Sue Wilkins.....	Gridley	Mrs. Dora Horton.....	Honecut
Miss Charlotte Channon	Gridley	Miss Jessie Simmons.....	Bangor
Miss Annie Welch.....	Gridley	Miss Mollie Starks.....	Paradise
E. E. Wood, Prin.....	Gridley	Miss Elsie Howland.....	Enterprise
Miss Elizabeth Keyser.....	Gridley	Miss Jeannette Stiles.....	Biggs
Miss Schone Kurlandzik.....	Gridley	Miss Eleanor F. Stilson.....	Chico
Miss Lillian Merryman.....	Cohasset	Mrs. Rose D. Ruff.....	Honecut



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Courtesy Stone & Smith, Architects.

Miss Julia Ward.....	Lovelock		Elk Creek
Mrs. Edith Kitrick.....	Lumpkin		Willows
Miss Lena J. Bruce.....	Gridley		Orland
Miss Anna McGregor.....	Magalia		Glenn
Miss Beryl Mansfield.....	West Branch		Norman
Miss Emma A. Harvey, Prin.....	Nord		Willows
Miss Viola Crum.....	Nord		Fruto
Miss Lois Hansen.....	Pentz		Willows
Ernest McElroy.....	Mooretown		Elk Creek
Miss Minnie Braselton.....	Oroville		Elk Creek
Mrs. Josie Mansfield.....	Enterprise		Newville
Miss Mary Chase.....	Brush Creek		Elk Creek
Miss Leila Osborn.....	Chico		Saint John
Miss Lois Stilson.....	Paradise		Orland
Miss Ella Nelson.....	Nelson		Elk Creek
Miss Mattie S. Cotten.....	Coutolenc		Orland
Miss Maggie Lynch.....	Oroville		Orland
Miss Lottie Schultz.....	Bloomingdale		Orland
James W. Grace, Prin.....	Oroville		Elk Creek
C. G. Cline.....	Oroville		Afton
Miss Bertie Tucker.....	Oroville		Newville
Miss Minnie Veatch.....	Oroville		Willows
Miss Jessie Daggett.....	Oroville		Willows
Miss Mattie Elliott.....	Oroville		Willows
Miss Leona Lantz.....	Oroville		Willows
Miss Nettie Rider.....	Oroville		Willows
Miss Caroline Sexton.....	Oroville		Willows
Miss Estella Walton.....	Oroville		Willows
W. W. Fogg, Prin.....	Oroville		Willows
Miss E. Skinner.....	Oroville		Willows
Miss Florence Barnard.....	Oroville		Willows
H. P. Short, Prin.....	Paradise		Willows
Miss Rose DeLong.....	Paradise		Willows
J. V. Parks, Prin.....	Palermo		Willows
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Miss Ida A. Ryan.....	Chico		Orland
Miss Caroline E. Hogan.....	Concow		
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GLENN COUNTY.

F. S. Reager, Superintendent, Willows.	
G. Swearingen.....	Orland
H. D. Wylie.....	Butte City
Pearl Farnham.....	Orland
J. N. Tibessart.....	Germantown
Katie Spangler.....	Millsaps
Dora Millsaps.....	Elk Creek
Bertha Friday.....	Elk Creek
A. A. Heidrick.....	Germantown
Susie Brown.....	Orland
Mary Moak.....	Fruto
S. M. Chaney.....	Germantown
Myrtle Birch.....	Stonyford

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WHAT TO READ.

This department will not concern itself entirely with new books, but will discuss also books which may be of interest either to re-read because of appropriateness to current events, or because of the permanence of their value either for reference or entertainment.

A book I have just read seems like a voice from the dead. A writer and dilettante, so runs the tale, is carried out of Golden Gate in a life-preserver owing to the wreck of a ferry-boat. He is rescued by a sealing schooner, whose captain is the pivot about which the story revolves. A miracle of muscularity, with powerful mind unhampered by conventional training, but withal conscienceless, "unmoral rether than immoral," he bulks large in the imagination, but leaves one glad that such men are improbable.

Were it not for the love story in the last few chapters one would deem the whole thing a nightmare. In this book the author more closely resembles Frank Norris than does any one else I have read. The brutal, unrelenting, unlovely strength of the book is like that of McTeague. Were it not for the last few chapters, which do not add to the reality, one would despair of goodness, or that the law of Christ had weight. Yet the very incidents which show a sympathy and self-sacrifice on the part of the two lovers for their erstwhile tyrant do not seem probable. The end of Wolf Larsen seems more unreal than his life.

The book is interesting, yet I would sooner read the "Call of the Wild," or his Alaskan stories.

("The Sea Wolf," Jack London; Macmillan Co., \$1.50.)

The "Sea Wolf" depresses one with a wonder whether such conditions can be general: the "Woodcarver o' 'Lympus'" is a good example of the other thought of life. In the first brute strength prevails, while in the second kindness wins. The story is told largely in the first person by the one who is the central figure. A young, ambitious man,

striving successfully to lift the load of debt that has oppressed his aunt and uncle, who brought him up, is crushed while in the prime of youth and strength by a falling tree, which leaves him partially paralyzed, his back being broken. He becomes sullen, almost vicious, a tragic figure of sorrow to his people. He intends to take his life and is prevented by constant watching. A visitor leaves a ray of light. Later he sends books, and woodcarving tools; then sends orders for work; continues to write, and effectually breaks up the gloom of the invalid. The excellence of his carving brings financial relief, and the home is made comfortable. The visiting stranger comes again, and still later brings friends who, in turn, become friends of the stricken man. His moral regeneration from hopeless despair and enmity to God are changed to a very active belief in the old statement that all things work together for good to them that love God.

His constant companion is the little niece of his aunt's husband, motherless by death and with father unknown. He loves a lady who is also loved by his visiting friend, and also by another friend, a geology professor from California. As the tangle works out, his friend is loved by the lady he loves, while the Woodcarver learns by the absence of his former playmate that she is the love of his life. Still later, after his death, his wife is loved also by the professor.

I have read little for the last year that has gained my sympathy so much as the struggle of Hugh, the carver, against his untimely fate. He conquers circumstance, and later helps his friends in turn, by the admirable way in which he rises superior to adverse fortune. One's belief in the power of virtue, of honor, of right living cannot but be increased by watching such a development. Were we fortunate enough to witness and to recognize such struggles upward in those about us, our belief in right would grow. I would advise that you read this book. It was published in the spring of 1904, but has just been republished in better binding and is as new as ever.

("The Woodcarver o' 'Lympus,'" M. E. Waller; Little, Brown & Co., 311 pp., \$1.50.)

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The "Arabian Nights" has been a popular collection of stories. In consequence its form is frequently used. The Decameron of Boccaccio is a mediaeval form of it; while a California variety is shown in the "Reign of Queen Isyl." One of the latest books to arrange a group of widely diverse stories in one continuous series is by F. Hopkinson Smith. He, you will remember, is the man who was sitting with a group of commercial men and listening to their varying tales of fortune. One lamented that he hadn't had an order in a week. Smith spoke up, "I haven't had one in eighteen months." "And does your firm stand for it?" "Yes." "What's your line?" "Lighthouses!" His previous stories have dealt with artist life, Southerners, lighthouse builders, etc. This is the story of a group of men who gather from time to time about the cheerful wood-fire in No. 3 and tell stories, supposed to be true, and probably are, of love, war, strife, and agreement. Altho grouped in continuous form, the circumstances change so that there is no connected story. It is well worth reading.

"The Wood-Fire in No. 3," by F. Hopkinson Smith; Charles Scribner Sons, 297 pp., ill., 1.50.)

We who live on the Pacific Coast and especially in California have had occasion to be much interested in the stories appearing in the "Saturday Evening Post," written by Miriam Michelson, author of "In the Bishop's Carriage." They have now been collected and arranged under the heading "A Yellow Journalist." The stories have been timely for public events, as, for instance, the trial of Adolph Weber for the murder of his family. Before the trial had been finished, her story appeared offering an ingenious solution of the mystery, under the guise of a confession secured by the "yellow journalist," Rhoda Massey. Later the trial of some of our State Senators for bribe-taking was used as the basis of a story, although the events were sufficiently altered as to prevent one from saying that she was copying the items from the daily papers. Altho "yellow," she has a high standard of honor, as concerns the public, a devotion to her paper, and a feeling of comradeship for her fellow workers that are admirable. As the story develops, another interest takes large possession of her, and the fierceness of her independence is subdued by her affection for her rival in so many trials of ingenuity, "Ted Thompson," and the book ends with a wedding in prospect.

("A Yellow Journalist," by Miriam Michelson; D. Appleton & Co., 315 pp., ill., \$1.25.)

Small Elmer and his father had just had a strenuous interview in the woodshed.

"I punished you merely to show my love for you," said the father.

"T-hat's all r-right," sobbed the little fellow. "It's a good thing I ain't big enough to re-return your love."—Chicago "News."

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EDUCATIONAL DIRECTORY.

CALIFORNIA.

1906.

Thomas J. Kirk....Supt. of Public Instruction
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President of State Normal School

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Millspaugh.

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and Certificates of other States—Dailey, Black,

Burk.

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—Van Liew, Millspaugh, Wheeler.

Grievances—Millspaugh, Van Liew, Wheeler.

High School Text Books—Brown, Burk, Van

Liew.

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Cal.

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EDUCATIONAL DIRECTORY.

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2 Box Elder.....	A. E. Jensen	Brigham City
3 Cache.....	J. L. McCarrey	Logan
4 Carbon.....	H. C. Lee	Scofield
5 Davis.....	E. M. Whitesides	Layton
6 Emery.....	Seth Allen	Castle Dale
7 Garfield.....	S. E. Henrie	Panguitch
8 Grand.....	Mrs. I. M. Wells	Castleton
9 Iron.....	James Robb	Paragonah
10 Juab.....	G. M. Sperry	Nephi
11 Kane.....	Miss M. M. Roundy	Ranch
12 Milard.....	Jos. Finlinson	Oak City
13 Morgan.....	Milton Croft	Morgan City
14 Piute.....	Wm. Johnson	Circleville
15 Rich.....	Fred Morgan	Randolph
16 Salt Lake.....	J. W. Smita	Salt Lake City
17 San Juan.....	F B. Hammond	Bluff City
18 Sanpete.....	A. L. Larson	Ephraim
19 Sevier.....	P. D. Jensen	Monroe
20 Summit.....	Walter Boyden	Coalville
21 Tooele.....	S. W. Leaver	Tooele City
22 Uintah.....	J. Phil Rudy	Vernal
23 Utah.....	L. E. Eggertsen	Springville
24 Wasatch.....	Orson Ryan	Heber City
25 Washington.....	C. A. Workman	Virgin City
26 Wayne.....	E. P. Pectol	Hankville
27 Weber.....	W. N. Peterson	Ogden

Names. P. O. Address.

1 Salt Lake City	D. H. Christensen	S. Lake
2 Ogden City	Wm. Allison	Ogden City
3 Provo.....	W. S. Rawlings	Provo City
4 Logan City.....	D. C. Jensen	Logan City

Terms of office of county superintendents expire the first Monday in January, 1907.

Teachers' certificates are issued by the State Board of Education and by a board of examiners in each county and in each city of the first and the second class.

STATE BOARD OF EDUCATION.

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J. T. Kingsbury.....	Secretary (Pres. University of Utah.)
W. J. Kerr, Wm. Allison, D. H. Christensen, Juvenile Court.....	Willis Brown, Judge

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NOTES.

In a previous issue of the "News" we stated that the Presidency of McMinnville College of Oregon had been accepted by the Rev. H. L. Boardman of Alameda, Cal. We were in error. The new President will be the Rev. Leonard W. Riley, at present the General Missionary for the Baptist denomination in the State of Oregon.

We take pleasure also in announcing that John Willis Baer, formerly General Secretary of the International Christian Endeavor Society, and more lately connected with the educational work of the Presbyterian denomination, has accepted the Presidency of Occidental College, at Los Angeles. This is a thriving little college, which has been increasing in prosperity and standards ever since it moved to its present location at Highland Park, in the suburbs of Los Angeles, where the electric and steam railway connections between Pasadena and Los Angeles are both within a short distance of the college buildings.

Miss May Dexter, formerly a grade teacher in Woodland, Cal., has just been chosen by the Supervisors of Yolo County to succeed Mrs. Minnie De Vilbiss, recently deceased. Mrs. De Vilbiss was a lady with whom it was a pleasure to work, and our relations with her were always of the most pleasant description.

Miss Dexter has had great success as a teacher in the schools of Woodland, and was unanimously selected by the Supervisors of Yolo County. She is succeeded in the school room by Miss Susie V. Price, one of the county teachers.

The new school building at Blue Lake, Lake County, is just being occupied. It is a four-room structure, of which but two rooms will be used at present. The teachers in charge are Miss Florence Baldwin, Principal; Mrs. Helen Franks, Miss Nellie Power and Miss Georgie May.

Up to this date there are forty-four annuitants on the roll of the Public School Teachers' Annuity and Retirement Fund of San Francisco. There is at present \$2761.60 in the fund.

Oakland schools will close for the summer on June 15th. There will be eight weeks' vacation, the fall term beginning August 13th.

Three Igorrote boys are about to enter the public schools of Los Angeles, probably the first of their tribe to enter the public schools of the United States. They come from the families who were in the Igorrote village at the St. Louis World's Fair.

The San Francisco Board of Education has been requested that provision be made for teaching Italian in the public schools.

The following report was made: The total number of boys committed to the school since its organization to date is 224. Of this number 118 have been transferred on parole to primary, grammar, parochial or evening schools; paroled to work, committed to public

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institutions, or removed from San Francisco. Eight of those transferred on parole broke their parole and were promptly brought back. Two committed to the Boys and Girls' Aid Society for a month returned on the expiration of their commitment. One of those returned for breaking his parole has since been committed to a public institution. The total enrollment is now 116. It has been necessary for the Court to discipline 42 of the 163 boys committed to the school by the Superintendent. These, with the 61 committed by the Court, making 103 boys out of 224 that were either original or recommitments of the Court.

The close proximity of the Parental School to the only public playground in San Francisco has contributed much to the success of the school. The boys spend their noon hour there and drill there twice a week under the physical director of the grounds, who also instructs them in physical culture.

Manual training is the only salvation for the type of boy that is sent to the Parental School. It should, therefore, be accentuated. One-half of the boys should do tool work under the direction of the teacher of manual training in the center located there. The other half should be given manual training in their class room by one of the regular teachers.

A meeting of the State Textbook Committee was held January 6th in the office of the

State Superintendent. The business was mainly of a routine nature. Colton's Elementary Physiology and Hygiene was adopted for use in the grammar schools, with a revision of the original text, and it was arranged to issue a four-year contract to the owners of the copyright.

The registration at Stanford University at the opening of the term for 1906 reached a total of 1327.

A course in astronomy will be given at Stanford University this next year by Professor George A. Miller. It will not be severely mathematical but is designed to afford useful information of a general nature.

In preparing for the examination of teachers who desire to obtain special High School credentials, T. J. Kirk, Superintendent of Public Instruction, has issued a bulletin of instructions, which states that the examinations will begin on March 12, 1906, and will be conducted simultaneously at Chicago, Berkeley and Los Angeles.

A number of expert examiners in the various branches of study have been elected and communicated with, and the majority of these experts have agreed to serve. Applicants for credentials will be required to register their applications with the Superintendent of Public Instruction and deposit \$5 to defray the expenses of the examination. This must be done not later than March 5th.

County Superintendent D. T. Bateman of San Jose, Cal., has recently issued a bulletin recommending the planting of trees and vines in the school yards.

Mrs. C. C. N. Walters, for twenty-five years a teacher in the Oakland School Department, has resigned. Mrs. Walters was at the Durant School for many years and was highly esteemed.

The increase in enrollment at Santa Rosa, Cal., has been such as to demand an increase in accommodations. The new Roseland School has just been opened in charge of Miss Florence Van Wormer and Miss Isabelle Stuagt. Another new building is in process of erection.

Attorney J. T. Matlock, Jr., has recently been appointed to the Tehama (Cal.) County Board of Education in place of Mr. J. M. Osborn, resigned. Mr. Matlock was formerly a teacher in the county.

The Mill Valley, Cal., schools have grown so that a sixth teacher has become necessary. Miss Cormack has been appointed to the place.

At San Jose, Cal., Principal R. D. Hunt reports that \$2728.50 had been collected for tuition fees for the semester ending January 26, 1906.

J. D. Sweeney, formerly principal of the Red Bluff, Cal., Grammar Schools, has recently resigned his position as principal at Stirling City, and has returned to Red Bluff to work for one of the principal business houses.

(Continued on Page 82.)

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Beginning with January, 1906, we will call this paper the "Sierra Educational News and Book Review." This change will be in response to requests from teachers and other patrons.

EDITORIAL.

The recent conventions have brought up a new and interesting point. In Southern California the Ventura County teachers were said to have complied with the law concerning joint institutes, by having the call made to join with the Los Angeles County Institute. This seems to be legally correct. Orange County varied somewhat, in that the superintendent called upon the teachers to assemble first at Santa Ana, then to adjourn and meet at Los Angeles, still as the County Institute, but with the Southern California Teachers' Association. The Santa Ana Board of Education refused to allow their teachers to go, on the ground that the S. C. T. A., as such, had no legal standing educationally. In this they seem to be technically correct. What should have been done to be certain, was to have called the teachers to meet with the Los Angeles County teachers in a joint institute. The fact that the S. C. T. A. was meeting co-incidentally had no legal bearing.

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Another point, but of minor consideration, was that the institute should have been held as a whole either at Santa Ana or at Los Angeles. Some claimed that the adjournment and transference was not legal. This question will probably require legal decision later.

In the northern part of the State the City Board at Sacramento refused to pay their teachers for the time while at the California Teachers' Association at Berkeley. We do not know how the call was issued by the County Superintendent and so cannot express an opinion on the legality of their action. As it looks now, if the Sacramento teachers want that money they will have to sue the board for it.

At a recent meeting the Fresno County Board unanimously passed a resolution instructing the County Superintendent to notify the trustees of the districts whose teachers did not attend the "Berkeley Meeting" (the California Teachers' Association), that such teachers were not entitled to pay for the week. Of the 317 teachers in the county about thirty did not attend.

So here we have three distinct results arising from the recent law authorizing joint institutes: Challenge as to the legality of the call for the meeting, involving the precise method; refusal to allow pay to those who did go; and refusal to allow pay to those who did not go.

In addition to these were the threat of the Superintendent of one county to revoke the certificates of those who would not attend; and the question as to whether an institute, as such, can adjourn from one town to another in the midst of its annual session.

One solution of the first proposition, that of the method of calling the institute, is to the Legislature to legalize the larger and more permanent associations as a part of our school system. The other points will probably have to be decided by the Supreme Court sooner or later.

MEETINGS.

CALIFORNIA.

Tulare County Institute.

Dinuba, Feb. 19-22, 1906.

Riverside County Institute.

Riverside, March 26, 1906.

San Diego County Institute.

San Diego, probably April 2, 1906.

Nevada County Institute.

Truckee, week following Easter.

NATIONAL EDUCATIONAL ASSOCIATION

San Francisco, July 9-13, 1906.

National Summer School of Public School Music.

San Francisco, July 16-28, 1906, at Miss West's School.

Los Angeles County Institute.

Los Angeles, Dec. 17-21, 1906.

Southern California Teachers' Association.

Los Angeles, Dec. 19-22, 1906.

California Teachers' Association.

Fresno, Dec. 26-29, 1906.

Biennial Convention of County and City Superintendents, California. San Diego, Hotel del Coronado, May 1, 2 3.

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Early American History, Sabin.....	.75

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RECENT INSTITUTES.

The State Associations of Washington, Montana, Idaho, Colorado and New Mexico met during the last week of the old year. They have given us such a quantity of material that we shall be obliged to delay any account of them until next month.

The Utah Teachers' Association met at Salt Lake City, beginning with an evening reception January 2d, and closing with an address by Dr. G. Stanley Hall on Friday evening, the 5th.

The opening reception had in its program the annual address by the President, Prof. Byron Cummings of the State University.

Wednesday was occupied with department work at the University of Utah and the City and County Building, including the meetings of (a) the College and High School Section; (b) the Parents' Section; (c) Arts and Crafts Section; (d) Kindergarten Section; (e) Music Section; (f) Elocution and Physical Education Section. A most attractive feature for the grade and country teachers was the opportunity to visit the class room work in the Salt Lake City schools. This was taken enthusiastically.

On Thursday the Section Work continued until noon, this time with the School Board Section and the Superintendents' Section, both in the City and County Building. The school visitation also continued.

The general sessions were held at the Assembly Hall in the Temple grounds, and included Thursday and Friday afternoons and evenings. Friday morning was used for two sections, Primary and Grammar, the first at Assembly Hall, addressed by Mrs. Alice Cooley, and the other at Barratt Hall, addressed by Principal Lizbeth M. Qualtrough. The afternoon meetings were addressed by Mrs. Cooley and those in the evening by Dr. Hall. We quote from the "Deseret News" a part of his speech on Friday evening.

The latter part of the session Friday afternoon was occupied by the business meeting, in which the first matter attended to was to raise the dues from 50 cents to \$1, after which two new sections were added to the list. They are a juvenile court section, of which the officers are Judge Willis Brown of Salt Lake, and Ariel Cardon of Logan, and a business section of which the officers are O. J. Stilwell of Ogden and R. Leo Bird of Salt Lake.

Following this was a discussion of the offer made by Boyton and Esterly of San Francisco of the use of their journal, the

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"Sierra Educational News and Book Review," as the official organ. The discussion was somewhat animated, but brief. By a ruling of the chair it had been stated that lack of action on the Association would leave it in the hands of the Executive Committee. This was the final action of the meeting in the matter.

The choice of Ogden for the next convention followed a speech by Supt. William Allison of the Ogden schools, backed up by telegrams from the mayor, Weber club, and the board of education. Before the vote was taken W. S. Rawlings of Provo extended an invitation, and in the sparring for place which followed Ogden won, after which the selection of the place was made unanimous, on the motion of Mr. Rawlings.

For president, the name of Geo. A. Eator was placed before the convention by L. A. Ostein of Logan, and without waiting for a ballot the election was made unanimous by acclamation. For the remaining offices, O. M. Mower of Springville was elected first vice president; W. N. Peterson, Ogden, second vice president; A. S. Martin, director for three years, and D. A. Adams director to succeed Miss Babcock, resigned.

The following resolutions were adopted, expressing the thanks of the convention for courtesies extended them while in session:

Resolved, That the Utah Teachers' Association extend thanks to the presidency of the Chruch of Jesus Christ of Latter-Day Saints, the president of the State University, the president of the L. D. S. University and Salt Lake City school board for providing gratis buildings and rooms for meeting purposes, and

That the association thanks the administration of the Salt Lake City schools for the provision made by which a systematic inspection of the regular school work could be made by visiting teachers, and be it further

Resolved, That Professor Wetzel and his little singers, the Imperial quartette, the Orpheus club and Professor McClellan and Professor Stephens, the Tabernacle choir, who have assisted, be commended, and thanked

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for their entertaining and inspiring music. That our thanks be extended to the teachers of Salt Lake City and county for the reception so kindly extended to visiting teachers.

That the association appreciates the fair and impartial treatment accorded it by the press of Salt Lake City, and be it further

Resolved, That Dr. G. Stanley Hall and Mrs. Alice W. Cooley be tendered the sincere thanks of the association for the splendid work they have done in pointing the way to higher and better things in the profession of teaching.

Of the evening session closing the Twelfth Annual meeting of the Utah Teachers' Association we quote as follows:

DR. HALL'S LECTURE.

Last night the Assembly hall was crowded to hear Dr. G. Stanley Hall's final lecture before returning to Clark University in Massachusetts, of which he is president. Dr. Hall departed from the strict discussion of the subject announced to pay a tribute to the University of Utah, which he characterized as one of the best of the younger universities, and to Utah's climate, which he said was an inspiration to great deeds. Dr. Hall discussed the "Education of the Heart and the Imagination," and in part, he said:

Despite the fact that the intellect is part of the training which is commonly called education, the feelings have more to do with the acts than the intellect. The intellect is only one room in the mind of man, and there are many rooms in the temple of man's consciousness. We do not judge people by the intellect so much as by the heart. We want good-hearted people. They are the people who make life worth while.

LIFE'S PROPER POISE.

The proper poise in life is a balance between pleasure and pain, which are the two extremes of man's nature. Pleasure nourishes the nerves, but pain sets them to work. The human being must have both, but the sane human being preserves a balance between taking a little pleasure as compensation for a great deal of pain. The first requisite for the education of the heart is that we

take delight in the things in which we should take delight.

Fear is another of the emotions which should be trained aright. It is not possible to eliminate fear, and fear of certain things is right, but morbid fear, such as superstition, fear of thunder and fear of unreal things, should be done away with by means of the intellect. Anger is still the third of the great emotions, and reasonable, righteous anger is not to be eliminated, either. When indulged to excess it is dangerous, but it has its place. Any right-minded person will get angry sometimes just as any right-minded man will make enemies. And sometimes the child should be made, even in the school room, to feel the effects of that anger at the time of the provocation. So the youth should be taught to be angry in the right way and for the right cause.

THE POWER OF LOVE.

But the great emotion, the one which has power over all the others, is love. Love is only another name for interest. That man loves his work who is interested in it. Much of the weariness of life is the result of a lack of interest or of love for the work of life. Love, whether religious or sexual, is the basis of all devotion and the reason for all success in a chosen line. No teacher should be in the school room who does not love his work. Love is the fulfilling of the law. It is the strong passion which rules the whole of life, and whether religious or sexual it is so strong of itself that it sometimes grovels around the meanest and unworthiest of objects rather than have no object. It is stronger than the human soul itself. Love thinketh no evil; love suffereth long and is kind.

The education of the imagination goes with the education of the heart. There should be a great deal in the life of the growing child of "the light that never was on sea or land." A little romance, a little of the story telling element, should be in all teaching. If there is any one test of the true teacher it is the test of telling stories. It is the beginning of all education. And if there is one thing on which the modern world agrees today it is

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on the idea of education. It is the universal creed.

PRAISES UNIVERSITY.

In closing, Dr. Hall spoke a few words of commendation for the university, which he pronounced one of the best of the younger institutions in its faculty and resources. He spoke highly of the normal school, the only one, he said, connected with a state university of which he knew; he paid a high tribute to the High School faculty and expressed himself as greatly impressed with the teachers whom he had met here. He said:

I want to congratulate you on the ages of your teachers, he said: "I should say that the average is fully 10 years below our average in the east. And I also think that they are younger than ours at the same age. The people here are younger than the eastern people. I don't know whether it is something in your wonderful air or what it is—I wish I might take a bottle of it home with me—but I am a younger man. And above all I wish here to speak of the noble work that is being done to save the poor, unfortunate children who are without proper parents to care for them as you are doing in the juvenile court. I have never had an opportunity to study such a work and I feel that I have learned much. I find your law most beneficent and the man who is at the head of your system the most wonderful man for the position that could be obtained.

CALIFORNIA.

The Inyo County Institute met at Bishop, January 9th, for a three days' session.

To the credit of the profession be it noted that every employed public school teacher in the county is in attendance, while there is also a goodly representation of those who are otherwise interested in educational matters and of ex-teachers.

Roll call was answered by the following: Mrs. F. Connor, Round Valley; Clay Hampton, Irving; Mrs. M. E. T. Stevens, Riverside; Mrs. M. A. Burke, Laws; A. M. Brooks, Miss Olive Rogers, Bishop High; G. A. Harlan, Miss M. E. Truscott, Miss Maud Warren, Bishop Grammar; Miss Calla Newlan, Warm Springs; Miss Blanche Brooks, Center; Miss Leila Seovil, Valley; Mrs. M. A. Clarke, Miss Lucy Harper, Big Pine; Mrs. E. Lindsay, Fish Springs; Miss Boillot, Milton; A. A. Brierly, Independence; Mrs. Cecil Macfarlane, Citrus; Miss Kate Walter, Union; Miss Tula Humphrey, Lone Pine; Miss Alice Dunlap, Keeler; Miss Katie Bigelow, Darwin.

Among other teachers in attendance are Deputy Superintendent Job Wood, Jr., Superintendent Edward Hyatt, of Riverside county; Miss Rehwoldt, teacher of the Indian school of Camp Independence; O. H. Hill, of Benton; Mr. James, of the Bishop Indian school.

The commercial and shorthand teachers of California met at the rooms of the Metropolitan Business College. Those taking part were L. C. Jordan of the Metropolitan Business

College; J. R. Humphreys of the Western School of Commerce of Stockton; H. C. Capwell, a banker of Oakland; James Robbins of San Francisco; James Ferguson of the Mission High School of San Francisco; Robert A. Gallagher, of the Gallagher-Marsh Business College of San Francisco; R. V. Dixon, of Dixon College of Oakland; K. L. Miller, of the Merrill-Miller College of San Francisco; Z. P. Smith of San Jose; J. S. Sweet of the Santa Rosa Business College; E. P. Heald of Heald's Business College of San Francisco; W. E. Gibson of the Polytechnic Business College of Oakland; A. S. Weaver of the San Francisco Business College; R. H. Webster of the Metropolitan Business College, San Francisco; H. L. Gunn of the Napa Business College; C. S. Springer of the Chestnutwood Business College of Santa Cruz; R. O. Gardiner of the Stockton Business College; Ira N. Allen of the Dixon College of Oakland; G. R. Stouffer; J. N. Sproule of the Fresno Business College; and W. Boucher of the San Jose Business College.

OREGON.

The Polk County Institute, at Dallas, together with the School Officers' Association of the county, met on December 8th and 9th. There were 100 teachers and 70 school officers present. The instructors included State Superintendent J. H. Ackerman; E. D. Ressler, Pres. Oregon State Normal School; B. F. Mulkey, Pres. Southern Oregon State Normal School; Mrs. K. E. Sloan of the Ladd School in Portland; and Miss Cornelia

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WASHINGTON.

The State Educational Association will meet at Bellingham next year. The officers for 1906 will be E. A. Bryan, President of the Washington State College, at Pullman, President; L. L. Benbow, Superintendent of Pierce County, Tacoma, Vice President; O. C. Whitney, of Tacoma, Secretary; Prof. Morgan, of Ellensburg, Treasurer; and H. E. Mathes, President Bellingham Normal, member of Board of Trustees.

UTAH.

A meeting of the Board of Education of the Jordan School District was held in the office of County Superintendent of Schools Smith January 4th, at which the organization of the board was perfected. The officers chosen are C. C. Crapo of Sandy, President, and Heber A. Smith of Draper, Vice-President. The other members of the board are George D. Gardner of West Jordan, Charles Colebrook of Butler, and C. I. Countryman of Bingham.

The Board of Education of Ogden at the meeting of January 5th, decided that they could not raise any salaries for the balance of the year, as their funds will not permit. F. S. Kolapp was reappointed clerk of the board, and James F. Burton treasurer, at the same salary and under similar bonds as heretofore.

In Ogden the enrollment in the grades for December, 1905, was 4670, in the High School over 400. The children are under the instruction of 120 teachers. The tax receipts for school purposes will be not less than \$125,000. The city tax for schools is 7.2 mills.

The State Board of Education at its meeting December 28 granted a number of certificates and diplomas as follows: High School diplomas—Harriet Elliott and Alfred Rees of Salt Lake City, and C. C. Norwood of Eureka; grammar grade diplomas—Archibald Gardner and Violet Clark of Salt Lake County; state five-year certificates—Clarence E. Walters, Hannah McLachlan and Millie Pinney Lowe of Salt Lake City; state temporary High School certificates—A. L. Neff and J. T. Woodbury of St. George, Eiler Freece, Salt Lake County.

The new twelve-room brick and stone school building on the West Side at Murray cost \$22,000. It is located in the old Twenty-fourth District south of Murray. At its dedication on December 29th the speakers were: State Superintendent A. C. Nelson, County Superintendent John W. Smith; H. W. Brown, member of the Murray School Board; G. M. Mumford, Supervisor of the Murray Schools; Principal C. C. Steffenson and Teachers H. E. Smith and Martin Christensen of the new school. The building will accommodate 600 pupils. At present but five teachers will be employed, the other two so

far unmentioned being Misses M. Wells and E. Kenna.

The new Taylorsville Schoolhouse, costing \$21,000, will be dedicated soon. It is similar to the Murray School and will hold 600 pupils.

The schools of Boise, Idaho, show the enrollment on the 1st of December, 1905, to have been 2223, of which number 264 belong to the High School. They are under the supervision of Mr. J. F. Williamson.

Since the graduation matinee given in the Majestic Theatre January 17th by students of the James Morrow Long College of Voice and Dramatic Action, Manager Bishop, approving of the work then done, has promised to pay each student entering the college a monthly salary of \$10 from commencement to graduation and to use them professionally, throughout the course, whenever opportunity offers. These are far greater advantages than are offered in any school of acting in the United States.

Recent Changes.

SAN FRANCISCO.

ALFRED RONCOVIERI, Superintendent, vice W. H. Langdon, resigned.

Lowell High School.

W. J. STACK, English.

A. B., Stanford University, 1903.
vice T. R. Kelley, on leave of absence.

RICHARD W. HARVEY, Biology.

vice C. D. Snyder, on leave of absence.

Alameda High School.

GEORGE PARTLETT, History.

B. L., University of California, 1901.
vice George C. Mansfield, resigned.

EDITH M. JORDAN, History.

A. B., Stanford University, 1897.
A. M., Cornell University, 1901.
vice Frank T. Bussell, on leave of absence.

Berkeley High School.

MARGARET WEBB, Latin, Mathematics.

B. S., University of California, 1899.

Fowler (Union High School).

LENORE F. O'CONNOR, Latin, German.

University of Wisconsin, 1895.
University of Berlin, 1899.
vice Louise M. Peters, resigned.

Oleander Grammar School.

W. B. VIOLETTE, Principal.

vice A. E. Taylor, resigned.

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CERTIFICATION.

CERTIFICATION, NEW MEXICO.

Information About Professional Certificates for Teachers.

The last Legislative Assembly passed an Act of which the following is an extract:

"The Territorial Board of Education is hereby authorized to issue territorial teachers' certificates to persons whom it may deem qualified by reason of their moral character, academic scholarship, knowledge of the theory and art of teaching, and actual practice in teaching. The certificates shall remain in force from and after their issue, Provided, no certificate shall be granted for (not) less than five years, And Provided further, the lowest qualifications for such certificates shall be equal, in respect to moral character, academic scholarship, knowledge of the theory and art of teaching, and actual practice in teaching to that required of those who complete the full professional course in either the New Mexico Normal school or the Normal University. Holders of these certificates who possess a certificate of attendance upon some county or city normal institute or summer school, as already provided by law, shall be entitled without further examination, to teach in any of the public schools of New Mexico for the period of time designated therein."

Note 1. From the above it will be seen that a holder of one of these certificates, in order to be a legally qualified teacher, must also annually present a certificate of attendance upon an approved institute or summer school.

For the administration of this law, the Territorial Board of Education has adopted the following rules:

Rule 1. An applicant for a professional certificate who resides outside the Territory, as one condition of having his application granted, must present a certificate from the school superintendent of the county in New Mexico in which he proposes to teach, or from the Board of Education or school directors by which he is employed, testifying to such employment.

Rule 2. Under said law the Board will grant two classes of certificates: The first for the term of five years; the second, called a life certificate, for an indefinite period, containing a provision that the recipient remain in active service, with a permissible absence of not more than three years at any one time; and that each grantee of such certificate shall report annually to the Superintendent of Public Instruction in regard to his active service.

The five years' certificates will be printed on best quality of paper, and the life certificates on parchment. The fee for the former is three dollars (\$3.00); for the latter, ten dollars (\$10.00). In each case this fee must be paid to the Superintendent of Public Instruction in advance of issuing the certificate.

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Rule 3. No life certificate will be granted to any person who has not had at least five years' successful experience in the public schools of New Mexico.

Rule 4. Graduates of schools that are not Normal schools, yet have an academic course fully equal in all respect to the highest academic course of either of the Normal schools of New Mexico, may be granted the five years' certificate only after they have had three years of successful experience in teaching.

Note 2. As evidence of scholarship, applicants must furnish either diplomas or certified copies of them. The latter are preferred, as their loss in the mail or otherwise is not so serious.

As evidence in teaching, both as to success and length of time, testimonials of persons well qualified to judge will be received.

Sec. 1526.—Duties. Teachers' Certificates. County Examiners. Territorial Board to Prepare Questions. Amended by Clause 73, L. 1905.

(As amended.) (Laws 1901.) That he shall also, on the first Monday in January, April, July and October of each year, or as soon thereafter as he has received the certificate of the Territorial Board of Education, signifying the amount appropriated to his county for the use of common schools for the current year, apportion such amount, together with all the county school fund, for the same purpose, to the several districts within the county, in proportion to the number of children residing in each, over five and under twenty-one years of age, as the same shall appear from the last annual reports of the clerks of the respective districts, and he shall immediately certify such apportionment to the directors of the respective districts, and to the county treasurer, who shall credit the several school districts on his books with the respective sums apportioned to them. Provided, That no district shall be entitled to receive any portion of the common school fund in which a common school has not been taught at least three months during the twelve months preceding. It shall also be his duty to visit each of the schools within his jurisdiction at least once a year, and he shall also see that the annual report of the clerks of the several school districts of his county are made correctly and in due time. In conjunction with two competent persons, appointed by the Judge of the District Court wherein the county is situated, he shall make examination of all applicants to teach, and when duly satisfied of their competency, shall grant them a certificate: Provided, That said superintendent, with one of said persons so appointed, shall constitute a quorum of said examining board. Said certificates shall be of three grades, and such examination shall be necessary for the three grades as the territorial superintendent shall designate, and in school districts where the only language spoken is Spanish, the teacher shall have a knowledge of both English and Span-

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ish. Each member of said examining board shall receive five dollars per diem, and no more, for his services, to be paid from the county school funds.

The Territorial Board of Education shall annually prepare or cause to be prepared sets of examination questions, upon such subjects as it may elect, for applicants for first and second class teachers' certificates, to teach in the several school districts, independent districts and incorporated towns and cities or the territory; and such board shall send one of such sets, sealed, to each of the county superintendents seven days before the last Friday before the close of the Normal Institute, and on such last Fridays as aforesaid, the said county superintendents shall open the sealed questions in the presence of the assembled applicants for teachers' certificates, and the examining board, and shall at once proceed to hold examinations on such questions. Special examinations may be held in counties of the first class at other times when necessary at the discretion of the examining board. The examining board shall grade the applicants on the examinations so held, and shall immediately send the papers of the applicants, together with the grade it has given them, to the Territorial Board of Education, or its representative, to be revised if deemed proper. This revision shall be final, and the examining board holding the examination shall, on notification, immediately issue a certificate to the applicant to accord with the action of said Territorial Board of Education; but in the absence of such revision and pending such revision the grade given by the examining board shall stand. All applicants receiving a general average grade as high as 90 per cent, with no grade in any one branch lower than 70 per cent, shall receive first class certificates, entitling them to teach for three years throughout the territory; and those receiving a general average grade as high as 70 per cent, with no grade in any one branch lower than 50 per cent, shall receive second class certificates entitling the recipients to teach for two years within the county in which granted, and which may be honored in other counties, for time specified in the certificate only, at the discretion of the county superintendents of said other counties. Third class certificates, entitling the recipient to teach for one year within the county in which granted, may be granted as now provided by law. The members of such examining board shall not be paid for more than six years' services for any one examination session in counties other than those of the first class. Holders of first class certificates may have them renewed within any county at the discretion of the superintendent of said county without a formal re-examination, in case evidence is shown of successful experience in teaching and faithful attendance to duty: Provided, That no such renewal of any certificate shall be made by any county superintendent without the consent of the Terri-

torial Board of Education; but in the absence of such renewal, all first class certificates shall be void at the expiration of three years from their date. All second class certificates shall be void at the expiration of two years from their date, and all third class certificates at the expiration of one year from their date. Certificates good only in the district in which granted, may be issued by the authority of boards of education in incorporated cities, and shall be valid and sufficient for teachers in said districts for such periods as said board may prescribe. A legally qualified teacher to teach in any school district, independent district or incorporated town or city, shall be one who has been certificated as prescribed in this act, and who possess a certificate of attendance upon some county or city normal institute or summer school, or has an approved excuse for non-attendance; and in school districts, where the only language spoken is Spanish the teacher shall have a knowledge of both Spanish and English. Any county superintendent, or member of a school board, or county treasurer who shall directly or indirectly cause the public school funds to be paid for teachers' services to any other person than a legally qualified teacher under the provisions of this act shall be guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum of not less than one hundred dollars (\$100.00) nor more than five hundred dollars (\$500.00) for each and every offense, and may be removed from office by the governor: Provided, No first class certificate shall be issued, nor shall any person be entitled to a first class certificate, until he or she has procured the same by examination as provided for in this act.

NATIONAL EDUCATIONAL ASSOCIATION

Secretary's Office,
Winona, Minn., Nov. 22, 1905.

To the Educational Press:

The executive committee of the National Educational Association authorizes the announcement that the forty-fifth annual meeting of the National Educational Association will be held in San Francisco, Cal., July 9-13, 1906.

The lines of the Transcontinental Passenger Association have authorized a rate of one lowest first-class limited fare for the round trip, plus \$2 N. E. A. membership fee, via direct routes. This provides for going one route and returning another. For tickets routed via Portland, Ore., in one direction the rate will be \$12.50 higher.

The dates of sale will extend from June 25 to July 7, and the return limit will be September 15.

Stop-overs will be allowed west of the Missouri River and St. Paul on both the going and return trips.

Steps will be taken immediately to secure the concurrence of the lines of all railway passenger associations in the action of the transcontinental association and the extension of the usual rates to all parts of the United States.

The teachers of California and the citizens of San Francisco are deeply interested in the next convention. They unite in expressing the most confident assurances of characteristic California hospitality in the reception and entertainment of the members, and of the most liberal co-operation in all matters essential to making the convention successful.

A permanent organization of committees to prepare for the convention and to care for the interests of the association will soon be completed and announced in a special circular.

It is believed that the decision of the executive committee will be approved, not only by the members of the association, but also by teachers generally who wish to visit the Pacific Coast under exceptionally favorable conditions.

MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

As has already been announced, the Department of Superintendence will hold its next meeting in Louisville, Ky., February 27 and 28 and March 1. Superintendent John W. Carr, president of the Department of Superintendence, is formulating the program which it is expected will be issued in a special circular early in December. In addition to the regular program, the following round tables have already been decided upon:

1. Round table of City Superintendents of the larger cities, led by Dr. Ida Bender of Buffalo, N. Y.

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Berkeley—

Miss Head's School. Anna Head, Principal.
Claremont—

Pomona College. Geo. A. Gates, D. D., President.

Irvington—

Anderson Academy. William Walker Anderson, Principal.

Los Angeles—

Girls' Collegiate School. Misses Parsons and Dennen, Principals.

Harvard School. Grenville C. Emery, Principal.

Los Angeles Military Academy. Walter J. Bailey, Principal.

Occidental College. Guy T. Wadsworth, D. D., President.

University of Southern California. Geo. C. Bovard, D. D., President.

Westlake School for Girls. Misses Vance and de Laguna, Principals.

Menlo Park—

Holtt's School. W. J. Meredith, Principal.

Mills College—

Mills College. Mrs. C. T. Mills, President.

Nordhoff—

Thacher School. S. D. Thacher, Principal.

Oakland—

The Horton School. Sarah W. Horton, Principal.

California College. T. G. Brownson, D. D., President.

Palo Alto—

Miss Harker and Miss Hughes' School for Girls. Miss Catherine Harker, Principal.

Palo Alto Academy. Maynard Shipley, Superintendent.

Pasadena—

Throop Polytechnic Institute. W. A. Edwards, President.

San Francisco—

Hamlin School and Van Ness Seminary. Miss Sarah D. Hamlin, Principal.

Heald's Business College. E. P. Heald, Pres.

Irving Institute. Mrs. Ed. B. Church, Prin.

Isaac Pitman Business College. B. F. Duff.

The Lyceum. L. H. Grau, Ph. D., Principal.

Merrill-Miller College. K. L. Miller, Principal.

Melbourne School for Stammerers. F. Gilman, Norcross, Principal.

Metropolitan Business College and Academy. R. H. Webster, President.

Miss West's School. Miss Mary B. West, Principal.

San Francisco Business College. Arthur Weaver, Principal.

University Preparatory School. Arthur C. Willard, Principal.

San Mateo—

St. Margaret's Hall. Miss Eleanor Tebbets, Principal.

St. Mathew's School. Rev. W. A. Brewer, Head Master.

San Jose—

Pacific Coast Business College.

San Jose Business College. W. Boncher, Principal.

University of the Pacific. Eli T. McClish, D. D.; President.

San Rafael—

Hitchcock's School. Rev. Chas. Hitchcock, Head Master.

Mt. Tamalpais Military Academy. Arthur Crosby, D. D., Head Master.

Santa Barbara—

Hick's School. Samuel W. Hicks, Principal.

The Blanchard-Gamble School. Misses Blanchard and Gamble, Principals.

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There is a demand for instruction by correspondence. California high school graduates and Eastern teachers seek **special preparation for examination for teachers' certificates.**

With fifteen years' experience in class work, preparing over 900 persons for California and Arizona Examinations for teachers' certificates, this school invites confidence, correspondence and patronage. **Full particulars to applicants.**

For three years there has been an increasing shortage of good teachers. The remedy is a larger number of teachers certificated by examination. Constant employment at good salaries is practically assured.

Copy of school law for certification, list of subjects, sample questions, dates and rules for teachers' examination sent for ten cents.

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2. Round table of the City Superintendents of the intermediate and smaller cities, led by Dr. J. H. Phillips of Birmingham, Ala.

3. Round table of State and County Superintendents (leader to be supplied).

4. Round table on reformed spelling (leader to be supplied).

The Seelbach Hotel has been selected as headquarters for the Department. Reservations can be made by written application to Superintendent E. H. Mark, chairman of the general committee of arrangements.

The railroad rate of one and one-third fare for the round trip on the certified plan has been granted for the meeting in Louisville by the Central Passenger Association and the Western Passenger Association, and will doubtless be granted by all other associations.

I am sincerely yours,
IRWIN SHEPARD, Secretary.

MODERN BUSINESS COLLEGE.

While visiting Los Angeles, I had occasion to call at the Brownsberger Home School, and was surprised to find it to be such a thoroughly equipped business college. It is located in the heart of the city, and yet when one stands in the midst of the beautiful grounds of contentment and pleasure steals upon you. When one looks about the place and thinks that only six years ago Mrs. F. Brownsberger started without one dollar of capital and with but a few pupils, and now at the end of this period find an attendance of over 300 scholars, with three fine buildings equipped with at least 110 typewriters and 150 roll top desks of the finest and most improved type,—in fact everything that a modern business college would have for the benefit and interest of the pupils—one can only come to one conclusion: that is, this school must give results; its pupils must have been successful. It is phenomenal—the rapid growth of this school—and, as I stated above, their methods must be correct. I found that they were teaching the Graham System of shorthand, which is

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one of the best, and the Budget System of bookkeeping, and the card index and loose leaf ledger systems, and they say that two-thirds of the pupil's time is spent in actual, practical office work.

Let me add a word regarding Mrs. F. Brownsberger, who, while the writer was visiting her school, treated him with great courtesy and kindness. I found her to be a

THE ARMY OF TEACHERS.

The army of education in the United States is made up of 450,000 teachers, of whom 120,000 are men and 330,000 women. The overwhelming majority of the teachers are natives of the United States, less than 30,000 having been born abroad—one in fifteen.



UNDER THE ROSES.

person above the average intelligence; one who seemed greatly enthused with her work; and what pleased me was her simplicity and fearless independence; and I trust to have the pleasure of meeting her again.

NOTE.

It is with regret that we record the sad news concerning Mr. Frank F. Bunker and his family. During the wreck of the Valencia his wife and two children perished and he himself barely escaped destruction. All who know him and have known his wife will sorrow with him. They were on their way to Seattle, where he was to take up his new work as Deputy Superintendent of Schools.

Say you saw it in Sierra Educational News.

Most of the male teachers are between the years of 25 and 35. The majority of the women teachers are between 15 and 25.

There are 2300 male teachers over 65. There are less than 1500 female teachers over 65. Three times as many female as male teachers are put down as "age unknown."

There are 21,000 colored teachers in the United States, thus divided between the two sexes: 7700 men and 13,300 women. There are 500 Indian teachers in the Indian schools of the United States—240 men and 260 women.

The average age of teachers in the United States is higher than in England and lower than in Germany. The proportion of very youthful teachers is much greater in the country than in the city districts.

The largest proportion of male teachers is to be found in West Virginia, where they

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number 50 per cent of the total. The largest proportion of women is to be found in Vermont, where they form 90 per cent of the whole number. The standard of education is very much higher in Vermont than it is in West Virginia.

The number of teachers in the United States has increased greatly in recent years. In 1871 there were 125,000; in 1880, 225,000; in 1890, 340,000, and it is at present 450,000.—New York "Sun."

BETWEEN STATIONS.

The newest Gibson picture shows a cupid cook perched on top of a barrel, a saucepan in his hand, and a chef's cap on his head. He is lecturing on his art to a group of long-limbed, small-waisted Gibson girls and a few strenuous-looking Gibson men. This is his recipe for kisses: To one piece of dark piazza add a little moonlight—take for granted two people. Press in two strong ones a small, soft hand. Sift lightly two ounces of attraction, one of romance; add large measure of folly; stir in a floating ruffle and one or two whispers. Dissolve half a dozen glances in a well of silence; dust in a small quantity of hesitation, one ounce of resistance, two of yielding; place the kisses on a flushed cheek or two lips; flavor with a slight scream and set aside to cool. This will succeed in any climate, if directions are carefully followed.—Denver "Times."

A primary language class was studying verbs. The verb "growl" was assigned to Georgie with the instruction that he join a suitable subject.

"Folks growl," he read.

"No," said the teacher, "dogs growl, but not people."

"Well I guess they do; pa says ma growls all the time."—Midland Schools.

SAN MATEO, CAL. St. Matthew's School (Military)

Fortieth year opens August 17, 1905.
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Col. Wm. R. Parnell, U. S. A., Professor of Military Science and Tactics.

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"Wow!" exclaimed the cold chisel, shuddering; "there goes that kid again sharpening a slate pencil."

"Gracious! Does that annoy you?" asked the saw.

"Of course; doesn't it affect you?"

"No. It takes a file to set my teeth on edge."—Philadelphia "Ledger."

A Boston girl said: "It is an incontrovertible actuality that the anticipatory avis appropriates the prematurely active vermicular specimen." She meant: "The early bird catches the worm."

A THRILLING FACT.

"Suppose," said the wise orator—"though 'tis a thought stupendous—
Suppose a baby one year old with arms of the tremendous

Length of ninety-three odd million miles,
Should, in a freak of fun,
Reach up and touch the sun;
That child would be

253

Years old,
I'm told,
Before it learned
its hand was burned!"

—Jane Ellis Joy in "St. Nicholas."

"Give me a pair of your best shoes for a boy."

"French kid?"

"No, sir; Irish."

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DRAWING

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(Continued from Page 67.)

The Crescent City, Cal., "News" of December 28th prints an interesting account of the organization and history of the Del Norte County High School.

Henry Pratt Judson, head of the Department of Political Science, and dean of the faculties of the University of Chicago, has been made Acting President, upon the death of William Rainey Harper.

Professor J. O. Griffin, head of the Department of Germanic Languages at Stanford University, has gone to Europe on a leave of absence for the larger part of a year. His eyesight has been in bad condition for some time and he hopes by this trip to recuperate. Professor Reudtorff is now acting as head of the department.

The enrollment at Chico in the public schools for December reached 1083.

The total enrollment for December at Petaluma, Cal., in the grades was 728. In the High School the enrollment was 121.

At the meeting of the trustees of Pomona College on January 8th, Arthur M. Smith, Ph. D., was made the head of the Department of Philosophy in that institution. Dr. Smith is a graduate of Pomona of the class of '94. Five years later he took the doctor's degree in philosophy and theology, two years ago he was President of Oahu College at Honolulu. For the past year he has been instructor in the Department of Philosophy in Pomona College.

Among other things granted by the Board of Trustees is a very substantial increase in the salaries of five of the professors of the college. Those receiving this New Year's surprise are Professors F. P. Brackett, Mathematics; George G. Hitchcock, Chemistry and Physics; D. H. Colcord, Latin Language and Literature; E. C. Norton, Greek Language and dean of the faculty; and A. D. Bissell, Modern Language. Those professors have been connected with the college practically since its foundation, sixteen years ago.

The following teachers from Lake County were in attendance at the State Teachers' Association at Berkeley: Mrs. E. K. Harrington, Virginia C. Sneed, Veda E. Allen, H. A. Saxe, Carl L. Swenson, Norine Connelly, Hazel Brower, Miss L. A. Martin, J. P. Utter, Mrs. Ada Clendenin, Ethel L. Brown, Mabel Sailor, Edna Davis, Mrs. Minnie E. Clark, Cora E. Hampel, Frances Wollenbarger, John Overholser, Dr. A. A. McKenzie.

A fine new High School building has just been dedicated at Klamath Falls, Oregon.

City Superintendent A. L. Clark of Astoria, Oregon, reports an enrollment was 1332 for the month ending January 15th.

Each of the public school teachers at The Dalles, Oregon, has received an increase of \$10 beginning January 8, 1906.

T. P. Clark, Superintendent of the Oregon State School for Deaf Mutes, resigned to succeed Dr. James Watson as Superintendent of the Washington State School for Defective

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Youth. He is himself succeeded by E. S. Tillingherst, who comes from Montana.

During the year ending December 31, 1905, the school attendance of Seattle, Wash., reached 18,161, as against 16,670 in the previous year. The night school enrolled 678. It took 490 teachers to handle the schools, a gain of 69 over the previous year.

At Clarkston, Wash., the schools enroll over 700 pupils and are taught by sixteen teachers. Of these latter the Iowa State Normal has five representatives, the University of

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Iowa one, the State Normals of Missouri, Minnesota, Idaho and Michigan each have one, the University of Minnesota one, the University of Wisconsin one, Washburn University of Illinois one, and Cheney Normal of Washington one.

There will be a triangular debate between the Universities of Washington, Oregon and Idaho on the third Friday in February. A team from Washington will debate with an Idaho team at Moscow; the second team from Idaho will be at Eugene, Oregon, debating with the University of Oregon boys; and at the same time another team from Eugene

will be debating with the second team of the University of Washington at Seattle. The general subject of debate will be along the line of the regulation of railroad rates.

The next session of the National Summer School of Public School Music will be held at Miss West's School, 2014 Van Ness avenue, San Francisco, July 16-28, immediately following the N. E. A. For announcement of courses given and further particulars, write S. C. Smith, care Ginn & Co., 717 Market street.

SOUTHERN CALIFORNIA SCHOOLS.



New desks—all roll-top, office style—have been put in place, and additional bank and office elevations are completed.

In the Shorthand Department last year, we had one hundred typewriters. This year we have added several visible writing machines and now have all the popular makes, and both single and double keyboards.

These great expenses in both departments, indicate the healthy growth of the school in all directions. Still we have room on our large premises for another hundred pupils without crowding. The school owns so much land that our fine light and ventilation on four sides cannot be cut off.

We added two teachers to our Preparatory Department this week. This department is in a building, separate from the college. All pupils, no matter what their age or attainments, may receive a thorough English education. New catalogue on request.

F. BROWNSBERGER, President.

953-5-7 West Seventh Street, Los Angeles, California

The largest business college in Los Angeles. Last year, at the height of the season, every desk in our bookkeeping hall was taken. This year, at the beginning of the term, that enrollment is greatly increased.

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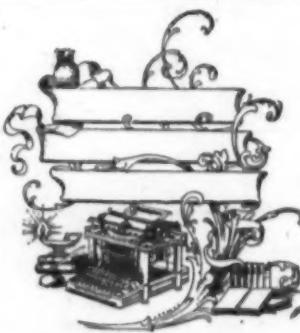
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versity, Law, and Medical Colleges, etc.
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SAN JOSE NORMAL SUMMER SCHOOL.

The fourth annual summer session of the San Jose State Normal School of Commerce will open Tuesday, June 26, and will continue for a period of six weeks, closing Friday, August 3, 1906. Preparations have already been begun for the reception of the summer students. It is expected that the attendance this summer will be exceptionally large. To this end advance announcements have been issued by the faculty of the Normal.

In addition to the regular Normal School faculty Professor E. P. Cubberley, head of the department of education, Stanford University, will give courses in education, and Professor Frederick H. Ripley of Boston, and Miss Estelle Carpenter, supervisor of music in the San Francisco public schools, will give courses in music.

On account of the meeting of the National Educational Association in San Francisco the San Jose Normal Summer School will dismiss for the entire week beginning July 9, 1905.

The announcements contain an itemized list of expenditures for students in the summer school. Tuition in all the departments will be free. A registration fee of one dollar will be charged each student. This fee will be expended in providing entertainment, intellectual and social, lectures, etc. The boarding and rooming rates are given as well as the cost of necessary books.

Saturday Excursions.

A program of Saturday excursions has been planned as follows: To Mount Hamilton, to Stanford University, to Santa Cruz and Big Trees, to San Francisco, with a trip around the bay to points of interest by excursion steamer.

The Southern Pacific and Santa Fe railroads will give a round-trip one and one-third rate from all points. Those attending will pay full fare to San Jose and take receipt for the same. This certificate, when signed by the secretary of the Normal School, will entitle the holder to one-third return trip fare.

For those living within 200 miles of San Jose the entire expense of the six weeks' summer session, including railroad fare to San Jose and return, board, books, excursions and incidentals, need not exceed \$55.00.

Courses of Study.

The following courses of study will be offered in the summer school:

Professional—School Management, Children's Literature (methods), U. S. History Methods, Psychology, History of Education, Language Methods, Grammar Methods, Drawing Methods, Geography Methods, Primary

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Methods, Arithmetic Methods (primary), Arithmetic Methods (grammar).

Public Education—A discussion of the importance and function of free public education in a Democracy.

Science—Physical Geography, Physics, Physiology, Chemistry, Principles of Agriculture, School Hygiene (sanitary science), Nature Study, Discussion of Nature Study Literature, Zoology, Animal Life as Applied to Nature Study.

English—Reading and Literature (expression), Reading and Literature (platform work), Shakespeare, Grammar, The Short Story (composition), Poetry of the 18th Century, Grammar and Composition, Chaucer, Teacher's Course in Composition, American Literature.

History—Advanced United States History and Civics, English History, United States History, Modern and Medieval History.

Economics—Problems of today, Economic History.

Mathematics—Plane Geometry, Solid Geometry, Advanced Mathematics, Algebra (elementary).

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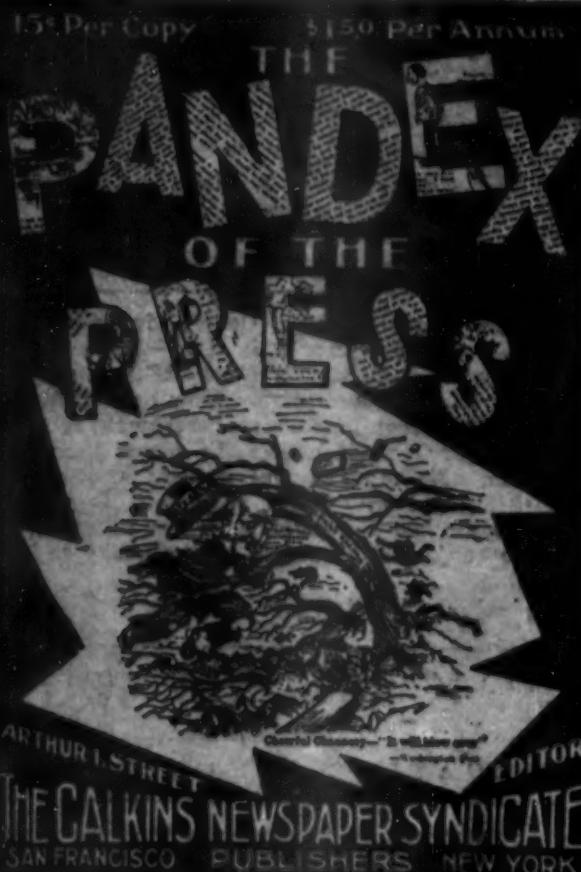
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